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ABSTRACT

A practicum aimed to increase academic competence in math and/or reading and to improve study skills of 27 at-risk students referred by their classroom teachers to the school resource specialist. A before-school peer and cross-age tutoring program for at-risk students was developed. Proteges were monitored on the usage of the following study skills: bringing the proper materials to class, returning homework on time, attending to tasks, and completing class work. The program coordinator presented mini-lessons that centered on strengthening weak subject and skill areas. Follow-up activities were facilitated by the coordinator, tutors, and assisting teachers. Students completed school assignments in tutoring sessions by using manipulatives and technology. Practicum results were positive. Posttest scores of the Numbers Test for math development and the Protege Reading Test measuring reading improvement were improved from pretest scores. A teacher survey reported improved study skill usage, as well as improved skills in reading/language arts and mathematics. Report card grades were higher at the close of the intervention. Findings suggest that a supplementary cross-age and peer tutorial program is an effective strategy in addressing the varied needs of the at-risk student. (Contains four figures and eight tables of data; and 17 appendixes of forms, surveys, tests, letters, guidelines, and survey results.) (SR)

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ED 376 450

Improving Academic Skills and Study Skills of Elementary School At-Risk Students by Peer and Cross-age Tutoring

by

Donna Mieux

Cluster 39

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A Practicum II Report Presented to the Ed.D Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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August 8, 1993
Date

This practicum report was submitted by Donna M. Mieux under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

11-1-93
Date of Final Approval of Report

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Barry Birnbaum, Ed.D., Adviser

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ABSTRACT

Improving Academic Skills and Study Skills of Elementary School At-Risk Students by Peer and Cross-age Tutoring. Mieux, Donna, 1993 Practicum II Report, Nova University, ED.D. Early and Middle Childhood Program. Descriptors: At-Risk Student/Cross-age Tutoring/Educational Methods/ Educational Modifications/ Elementary Education/Peer Assisted Learning/Peer Tutoring/ Study Skill Acquisition/Supplemental Programs/Tutorial Program

The goal of this practicum was to improve the knowledge acquired and report card grades of at-risk students in the areas of language arts and mathematics. The writer further planned to improve the usage of specifically defined study skills. The students were functioning below grade level in language arts and/or mathematics. Most of them did not use basic study skills, which helped to contribute to poor academic grades. Supplementary programs were unavailable.

A before-school peer and cross-age tutoring program for at-risk students was developed. Proteges were monitored on the usage of the following study skills: bringing the proper materials to class, returning homework on time, attending to tasks, and completing classwork. The coordinator of the program presented mini-lessons that centered on strengthening weak subject and skill areas. Follow-up activities were facilitated by the coordinator, tutors, and assisting teachers. Students completed school assignments in tutoring sessions by using manipulatives and technology.

The practicum results were positive. The post-test scores of the Numbers Test for math development and the Protege Reading Test measuring reading improvement were improved from pre-test scores. A teacher survey reported improved study skill usage, as well as improved skills in reading/language arts and mathematics. Report card grades of these students, also, were higher at the close of the intervention. The outcome suggests that a supplementary cross-age and peer tutorial program is an effective strategy in addressing the varied needs of the at-risk student. The tenets of the tutorial program may be adapted to students at the secondary and adult school level.

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Chapter 1

INTRODUCTION

Description of Community

This practicum took place in an elementary school servicing approximately 425 students from kindergarten through fifth grade. The elementary school is one of 40 schools in the district including preschools, elementary schools, middle schools, high schools, and adult schools. There are approximately 22,000 students currently enrolled in the school district, excluding the adult school student population.

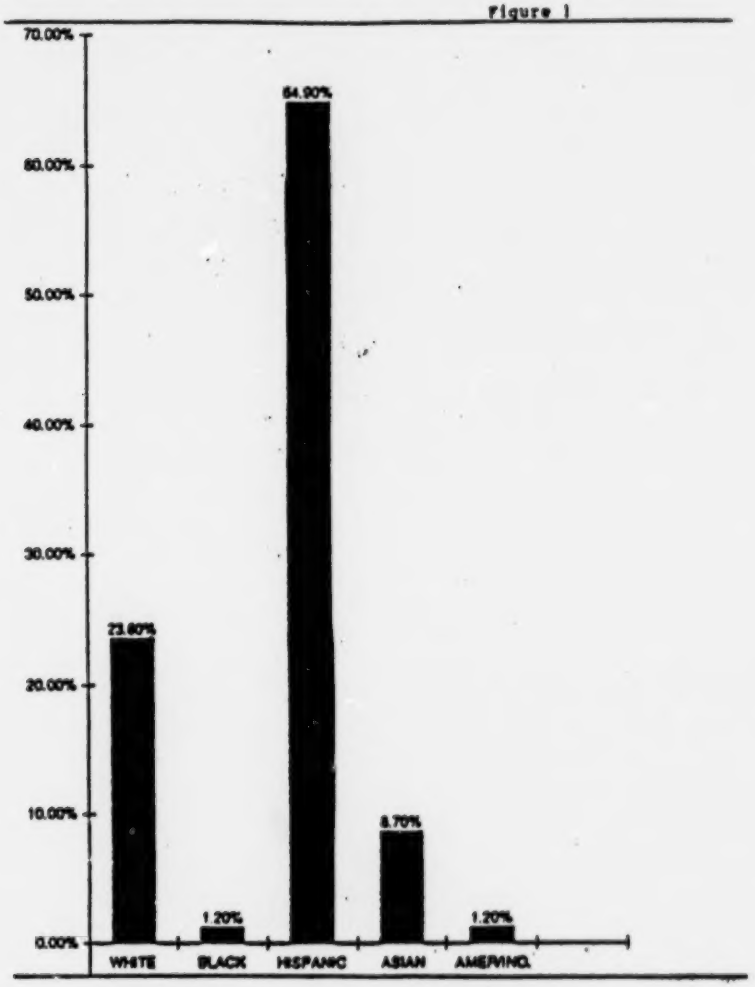
This elementary school is 30 years old and has 18 classrooms. Fourteen of the rooms are used for K-5 classes. The other rooms are used for the Resource Specialist Program, a computer laboratory, a Head Start Preschool, and the school library.

The district and school provide programs for students with special needs. Students must qualify for Bilingual Education, Gifted and Talented Education (GATE), Resource Specialist Program (RSP), and Head Start.

The 1991-1992 ethnic makeup of this elementary school was: Native American/Alaskan 1.2 percent, Asian 8.7 percent, Hispanic 64.9 percent, Afro-American 1.2 percent, and Caucasian 23.6 percent. As illustrated in figure 1,

Hispanic ethnicity composes the largest segment of the school's student population. Other groups add to the rich ethnic and cultural diversity of the student population. The school provides support to the cultural background of each student through classroom activities, school assemblies, field trips, and student displays.

Figure 1



Note: Used with permission from A Report to the Community for the 1991-92 School Year by the elementary school principal, 1992.

The staff at this elementary school includes 14 classroom teachers, one resource specialist, seven instructional aides, seven classified support persons, one school psychologist scheduled for one day a week, one speech therapist scheduled for one day a week, and one nurse scheduled for one day a week. All teachers are certified by the state and most are experienced and hold advanced degrees.

The suburban community is made up of working class and middle-class people. The median age is 23.8 years in the community. The population is approximately 95,391 people. The racial and ethnic origin of the community is: Caucasian 31 percent, Hispanic 60.3 percent, Asian/Pacific Islanders 3.5 percent, Afro-Americans 4.4 percent, and American Indian/Alaskans 8 percent. The majority of the people in the community work in the civilian labor force. One-quarter of the community works in transportation and the median household income is $27,816.00. The community is approximately 25 minutes away from a large metropolitan city that continues to grow.

The school has made an effort to recruit parents, grandparents, the business community, and local media involvement. The Parent Teachers Association (PTA) helped to provide three educational assemblies and three sponsored field trips for a school-wide reading incentive promotion. Parents and grandparents have taken an active role in supporting many school activities such as: cross-country

track team, earthquake preparedness, ice cream socials and International Day. They served as members of the School Leadership Team and purchased equipment, books, and other materials that the school needed.

Parents and the community supported the following activities: Beware of Strangers Program sponsored by the Womens' Club, Agriculture Science Units and Competition, Anti-Drug Program sponsored by the Sheriff Department, Friend to Friend Club, and the Student Council.

Writer's Work Setting and Role

The writer, as a resource specialist, performs the duties of special education teacher of identified learning disabled students. The writer is also a consultant to the regular classroom teachers, member of the Student Study Team (SST), mentor teacher, and the prospective coordinator of the before-school tutoring program.

The writer's Resource Specialist Program (RSP) is primarily a pull-out special education program composed of a maximum of 28 students. The program requires an aide who works with the RSP population for six hours daily. There can legally be no more than eight students to one teacher or aide at any instructional time in the classroom.

Students are grouped by functional level and as close to grade level as possible. The Individualized Educational Plans (IEPs) of staffed RSP students range from service given in all academic areas, to help with specific learning

disabilities. The resource specialist and the RSP aide have also taught enrichment activities and language arts lessons within the regular classroom to staffed RSP students and regular students.

When students need extra academic or behavioral assistance the regular classroom teachers refer these students to Student Study Team (SST) for review. Few students qualify for RSP placement. The other students, their parents, and teachers, are given advice by the CORE members of the SST. CORE members include: one primary teacher, one upper grade teacher, one bilingual teacher or aide, the resource specialist, and the school administrator.

Unfortunately, there are few program options at the school site to help these at-risk students. The programs that are offered, such as Bilingual Education and RSP, have strict guidelines that stipulate the legal requirements of qualified students to the programs.

The Student Study Team is composed of the student, parent(s), the referring classroom teacher, a primary classroom teacher, an upper grade teacher, and the principal. Occasionally other members of the staff, district, or community may be invited to attend the meeting(s). The purpose of the SST goes beyond screening students for special education programs. CORE members of the team share their expertise with parents, regular classroom teachers, and others. Every attempt is given to

facilitate a student's success within the regular educational system.

RSP students are taught by using two methods: direct instruction and cooperative learning techniques, with an emphasis on partner tutoring. Students have many opportunities to learn from a variety of modalities: visual, auditory, and tactile. Students have numerous opportunities to read aloud and silently, to be involved with various types of writing assignments, and may present their ideas using drama, if desired. They are allowed to manipulate such equipment as tape recorders, calculators, computers, various types of games, typewriters, cyclo teachers which is a math and fact skill-building device, individual clocks, and money.

These manipulatives help to motivate students, make learning exciting, and enhance the learning process. Although many at-risk students will never be staffed into RSP, the methods used in the RSP setting may be important teaching techniques for these students.

Chapter II

STUDY OF THE PROBLEM

Problem Description

The problem as seen by the writer was that many at-risk students were not achieving at their academic grade level in math and reading and were not applying important study skills. Regular classroom teachers did not have the time to give the extra help or the repetition that was needed for at-risk students to learn and reinforce academic skills.

Students ranged from those who occasionally needed help with classwork and homework assignments, to those who routinely needed extra help with basic concepts. At-risk students were found in nearly every regular classroom at the school site. These students were currently at-risk of school failure. If academic problems have not been attended, students of high risk will be candidates for dropping out of high school.

Additionally, the at-risk students did not demonstrate that they knew or practiced important study skills such as: completing classwork, returning completed homework on time, attending to selected tasks and bringing appropriate materials to class daily. Evidence of these problems were supported by teacher observations, teacher interviews, student test scores, teacher referrals to the Student Study Team (SST), teacher grade books, and student work samples.

When students do not qualify for special education or bilingual education, they remain in the regular classroom structure. Although school personnel may consider some students at-risk, these students do not receive extra help or support. Regular classroom teachers were often frustrated about this dilemma. They discovered that it was difficult to accommodate these students' needs consistently and appropriately. Regular classroom educators were burdened with excessively large class loads and often found it difficult to individualize work for the at-risk student.

Parents were sometimes confused about what they should do to help their child. Generally, at-risk children do not function at grade level and they lack motivation for school. Regular classroom teachers did not often have the needed expertise to work with at-risk students nor did they have adequate time to advise parents about their needy children. If important advice was imparted to the parents, it was often not followed.

At this elementary school site, many parents have occupations away from their homes. Many families are headed by single parents. These circumstances hindered the amount of quality time that parents were physically able to give their children after a full day at work. Many parents were often tired, impatient, and frustrated because they did not have enough time to devote to their childrens' academic needs.

The schools are often blamed for not teaching properly. Accusations such as these are generally unfair because teachers and other school personnel are expected to work under stressful and less than adequate conditions.

Children are often sent to school without preparation in basic language and social skill areas. Basic needs such as: proper nutrition, adequate clothing, and sufficient medical attention have sometimes been neglected. The schools are expected to effectively teach these students. Teachers generally try their best to teach all children, even when confronted with tremendous odds. Children may not always learn at the same rate, given the physical, psychological, and societal conditions that may exist.

The problem that was confronted in this practicum was that many at-risk students were not achieving at their academic grade level in math and reading/language arts. Additionally, the students were not applying important study skills.

Problem Documentation

During the 1991-1992 school year, from September to June, 33 students from the entire school population were referred by their teachers to SST for significant problems in academic areas and/or poor study skills. All teachers used the school's referral form to make referrals (see Appendix A). Twenty-seven students did not qualify for special education services. These students, therefore, did

not receive extra help through special education, though they received unsatisfactory grades on their report cards.

Table 1 shows the grades of the referred students in math and reading. The grades indicated that a problem existed and there was a need for these students to receive extra assistance with the subjects of math and/or reading.

Table 1

Protege Report Card Grades in Reading/Language Arts and Math

Abbreviations: S = satisfactory

U = Unsatisfactory

GRADES BEFORE PRACTICUM INTERVENTION

Student's #	Grade Level	Reading/Language	Mathematics
1. 1.	2	U	U
2. 2.	2	U	S
3. 3.	2	U	S
4. 4.	2	U	U
5. 5.	2	U	U
6. 6.	2	U	U
7. 7.	2	U	U
8. 8.	3	U	S
9. 9.	3	U	U
10. 10.	3	U	S
11. 11.	3	U	S
12. 12.	3	U	S
13. 13.	3	U	S
14. 14.	3	U	S
15. 15.	4	U	U
16. 16.	4	S	U
17. 17.	4	U	U
18. 18.	4	U	S
19. 19.	4	U	S
20. 20.	4	U	S
21. 21.	4	U	U
22. 22.	5	U	S
23. 23.	5	U	S
24. 24.	5	U	S
25. 25.	5	U	S
26. 26.	5	U	S
27. 27.	5	U	S

All students referred were observed by the regular classroom teacher, principal, school psychologist, and/or the resource specialist. Each observer indicated that the student(s) they observed were having difficulty academically and/or with study skills.

Twenty-seven students did not qualify for special education services. These students, therefore, did not receive the extra help through special education, though these students received unsatisfactory grades on their report cards. All students who were referred had produced below grade level standard work samples in mathematics and/or reading as teachers indicated on the SST referral form.

Twenty-five out of the 27 referred students did not attempt or complete classroom and/or homework assignments. They, also, did not attend to task or bring proper materials to class, as indicated by teacher observation, teacher SST referral forms, and the classroom teachers' responses on the Teacher Study Skill Survey of At-Risk Students (see Appendix B). Table 2 indicates the study skills that were and were not mastered. The table shows that study skills had been generally ignored by 25 of the 27 referred students. This large number of students who did not demonstrate the use of study skills, indicated that a problem existed.

Table 2

Teacher Study Skill Survey of At-Risk Students
(Before Practicum Intervention)

Student Number	Grade Level	Completes Classwork	Returns Homework	Attends to task	Brings proper materials to class
1.	2	-	-	-	-
2.	2	-	-	-	-
3.	2	-	-	+	-
4.	2	-	-	-	-
5.	2	-	-	-	-
6.	2	-	-	+	-
7.	2	-	-	-	-
8.	3	-	-	-	-
9.	3	-	-	-	-
10.	3	+	+	+	+
11.	3	-	-	-	-
12.	3	-	-	-	-
13.	3	-	-	-	-
14.	3	-	+	-	-
15.	4	-	-	-	-
16.	4	-	-	-	-
17.	4	+	+	+	+
18.	4	-	-	-	-
19.	4	-	-	-	-
20.	4	-	-	-	-
21.	4	-	-	-	-
22.	5	-	-	-	-
23.	5	-	-	-	-
24.	5	-	-	-	-
25.	5	-	-	-	-
26.	5	-	-	-	-
27.	5	-	-	-	-

(+) indicates that the study skill has been accomplished.
(-) indicates that the study skill has not been accomplished.

Of the 27 referred students, only one mastered 20 items out of 25 on a teacher-made reading test (see Appendix C). Table 3 shows the individual scores of the 27 referred students on the Protege Reading Test. Twenty-six of the 27 students were unable to pass this exam. The scores indicated that a problem existed and there was a need for

the majority of these students to receive extra assistance in mastering the subject of reading.

Table 3

Before Practicum Intervention
Scores of At-Risk Students on Reading Test
(Protege Reading Test)

Student	Grade Level	Score
1.	2	14
2.	2	17
3.	2	4
4.	2	11
5.	2	9
6.	2	9
7.	2	10
8.	3	12
9.	3	14
10.	3	15
11.	3	6
12.	3	14
13.	3	17
14	3	14
15.	4	17
16.	4	20-pass
17.	4	14
18.	4	15
19.	4	13
20.	4	17
21.	4	2
22.	5	17
23.	5	14
24.	5	14
25.	5	17
26.	5	12
27.	5	12

*Passing scores must be over +19.

Of the 27 referred students, 12 students mastered 20 problems out of 25 on a teacher-made arithmetic test (see Appendix D). Table 4 shows the individual scores of the 27 referred students on the Numbers Test. The scores indicated

that a problem existed because 15 students needed extra help with arithmetic skills.

Table 4

Before Practicum Intervention
Scores of At-Risk Students on the Arithmetic Test
(Numbers Test)

Student	Grade Level	Score
1.	2	14
2.	2	20-pass
3.	2	12
4.	2	15
5.	2	12
6.	2	12
7.	2	15
8.	3	20-pass
9.	3	15
10.	3	20-pass
11.	3	20-pass
12.	3	17
13.	3	20-pass
14.	3	17
15.	4	17
16.	4	15
17.	4	15
18.	4	17
19.	4	22-pass
20.	4	20-pass
21.	4	15
22.	5	25-pass
23.	5	20-pass
24.	5	25-pass
25.	5	20-pass
26.	5	20-pass
27.	5	12

*Passing scores must be over +19.

The total number of needy students not passing either or both the Protege Reading Test and the Numbers Test was 27. No student passed both exams and some did not pass either exam.

All teachers who had SST referrals on students indicated, on the Teacher Study Skill Survey of At-Risk Students, frustration because of their large class sizes. The teachers further indicated that because of the large class loads, they had limited time to devote to the needs of the at-risk students in their classes.

Causative Analysis

It was the writer's belief that there were three causes for this problem:

1. Regular classroom teachers and parents did not have enough time and, often, the necessary skills to help the at-risk student.

Teachers are overburdened with large classes. It is difficult for educators to teach all required subjects each day. Compounding these general requirements is the need to break down components of subject matter and to repeat teaching skills for the at-risk student.

Besides the extra time these children may need, the regular classroom teacher sometimes does not have the training and knowledge that is necessary for the students' academic success at school (Moyce-Smith, 1988). The at-risk student may need extra attention and expert teaching skills that require analyzing the academic problem and attacking the difficulty by using the proper teaching strategies and tools.

Several teachers at the school site indicated frustration in teaching some at-risk students, especially those who did not receive support from other programs. The teachers found it difficult, in terms of time, to teach the at-risk students and to accommodate the other students.

Parents, also, may not have had time and the knowledge to help their children succeed academically. Most students come from homes where both parents work or are from single parent working households. Parents may be tired, impatient, and without enough time to help their children with homework assignments in the evening.

Some parents must work during evening hours and older siblings or babysitters substitute in the parents' absence. Sometimes these arrangements are less than adequate for the student who does not understand or want to complete homework assignments. At times the homework assignments are confusing for parents or care takers, especially those who have had little formal education or whose primary language is other than English.

2. Study skills were not generally taught in the classroom and many at-risk students needed instruction in this important area.

Many teachers did not have time, knowledge, and/or necessary skills to teach and reinforce the maintenance of good study skills. At this elementary school site, teachers did not generally teach study skills as part of their

curriculum, although most teachers tried to encourage the maintenance of good study skills.

Many students did not know what was meant by good study skills. Other students found it difficult to apply effective study skills on a consistent basis. Some at-risk students were not taught the importance of study skills nor had they been motivated by using a step-by-step process of teaching study habits and skills. Many students failed to see the relationship between good study skills and good grades.

3. Alternative programs were not at the school site to help at-risk students enrolled in the regular education program only.

This elementary school received program funding only through the School Improvement Program (SIP). Finances, therefore, for alternative programs to help at-risk students were limited. Most public schools have had financial difficulties, therefore extra services for schools have been eliminated, modified, or never conceived. This school site was not an exception.

In summary, there were probable causes for at-risk students not achieving at their academic grade level in math and reading, as well as not applying important study skills. One reason at-risk students were not achieving at grade level was, that regular classroom teachers and parents had limited time and skills to help these students. Another cause was, study skills were not generally taught in the

classroom. Additionally, there were no alternative programs at the school site to specifically help at-risk students. Only a few students qualified for the existing programs at the school, special education and bilingual education.

Relationship of the Problem to the Literature

A review of current literature gives evidence that many at-risk students are not achieving at their academic grade level (Fresko & Eisenberg, 1985; Friedel & Boers, 1989; Lumpkins, Parker, & Hall, 1991). Students in various circumstances need more individual attention than most teachers can offer (Jenkins & Jenkins, 1981; Koskinen & Wilson, 1982). At-risk students may need skills to be repeated more often than other students since new concepts may be difficult to grasp.

Study skills, also, may be a foreign concept for the at-risk student. Some students tend to misunderstand assignments, allow their attention to wander, disrupt the work of others, and miss opportunities to learn (Koskinen & Wilson, 1982). These problems demand more teaching time and, in some cases, expert teaching skills.

Students may need to gain more confidence in a certain subject. Other students need individual attention because, for some reason, they have missed the mastery of a subskill and are not able to profit from instruction given within the classroom (Koskinen & Wilson, 1982).

At-risk students are sometimes raised in an impoverished environment. Sometimes school activities are learned at a slower rate than other students. At times, additional handicaps hinder the learning process. Additionally, at-risk students are sometimes placed into special education classes that do not encourage any mainstreaming activities with the regular classrooms at the school site. At-risk children do not always have environments free of stigma (Friedel & Boers, 1989; Jackard, 1988; Slavin, Leighton, & Yampolsky, 1990; Slavin, Madden, Karweit, Livermon, & Dolan, 1990).

Another area that requires necessary added instructional time and reinforcement is the teaching of effective study skills. Teachers have limited time, knowledge, and/or skills to teach and reinforce the maintenance of good study skills (Canter, 1988; Olney, 1988). Lass and Davis (1985) state that many students have not been directly taught study skills and study strategies.

The importance of good study skills is as important as learning subject matter. Effective study habits relate directly to the quality of school work that a student produces. The quality of work is later translated into grades. Teachers generally find that the better a student's work habits, the better the student's quality of work. An analysis of a student's study habits help to discern patterns that may be interfering with effective academic work (Shollar, 1982).

Due to decreasing finances within the public school system, some school sites have not been equipped with supplemental school programs designed to help at-risk students academically (Jenkins & Jenkins, 1981; Myrick & Bowman, 1981). This elementary school had not been provided with funds to establish extra programs to help the academically at-risk student. Students whose problems may include poor attendance, behavior problems, or family difficulties are not likely to be successful academically, unless services are provided to address these needs (Slavin, Madden, Kareit, & Dolan, 1990).

According to Slavin, Madden, Karweit, & Dolan (1990) the time to intervene with students at risk of school failure is early. Therefore, the necessity for such an intervention program for these students is urgent and imperative. The school in question did not provide for any extra academic intervention for at-risk students.

There is an increasing number of our nation's students who are at risk of becoming our future high school drop outs, unwed pregnant teenagers, delinquents, substance abusers, gang members, the unemployed, the homeless, runaways, suicidal, and school failures. The Center for Research on Elementary and Middle Schools (1987) sees the common thread of poor academic performance beginning in the early school years, running through each of the possible at-risk problems.

The Center for Research on Elementary and Middle Schools (1987) feels that schools need to improve the academic performance of at-risk students starting in the early years and continuing through the elementary grades. This elementary school did not have an effective program to attack the problem of academic failure with the at-risk population.

Limited experiences of academic success at school may lead to economic and social failures in later life, as suggested previously. It has been documented that many at-risk students drop out of high school because of academic failure (Friedel & Boers, 1989; Jackard, 1988).

An increasing number of at-risk students at the writer's school site did not have their basic needs fulfilled. These students typically have a difficult time adjusting to school demands when they have been deprived of adequate clothing, proper nutrition, and nurturing (Friedel & Boers, 1989; Jackard, 1988). Students who do not possess these basic needs will have a difficult time with the normal development of physical, emotional, and/or educational areas.

A child's feeling of self worth is another important need. Jackard (1988) states that at-risk students appear to have no sense of self worth. Nearly every aspect of a child's life can be affected adversely without this important personality component. As with basic physical

needs, a child's self esteem will not develop normally without nurturing, caring, and a responsive environment.

In addition to teaching a variety of subjects and study skills, students' self images must be continually nurtured. Jackard (1988) reveals that students' self concepts improve through counseling and classes preparing them for life's problems and how to cope with various dilemmas. Students' relationships with parents, teachers, and peers help to enhance or destroy self esteem, depending on their experiences and how those experiences are perceived by the students.

One reason that students do not achieve academically, is large class enrollment, which contributes to teachers not having time to reinforce teaching (Blumenfeld, 1973; Goldberg, 1989). The state's department of education is having great financial difficulty, therefore all school districts within the state's boundaries are having tremendous cutbacks at each particular school site. Class sizes will remain crowded with students and in some schools, classrooms will become even more populated. These changes will accentuate the limitations of time and difficulty of the regular classroom educator to reinforce teaching.

Some schools do not offer effective before or after school programs designed to service at-risk students academically, due to decreasing finances (Jenkins & Jenkins, 1981; Myrick & Bowman, 1981). Many schools also do not have preventive programs that would help curtail students in

elementary school from becoming at-risk academically (Blumenfeld, 1973).

Chapter III

Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal of the writer was to help at-risk students increase academic competence in math and/or reading and to improve study skills.

Outcome Measures

1. Twenty of the 27 referred at-risk students will increase mastery on at least 20 of 25 reading items on a teacher-made reading test, entitled Protege Reading Test (see Appendix C).

2. Twenty of the 27 referred students will increase mastery on at least 20 of 25 problems on a teacher-made arithmetic test, entitled, Numbers Test (see Appendix D).

3. Twenty out of 27 referred at-risk students will increase usage of the following study skills from needing improvement to no improvement needed, as measured by the Teacher Study Skill Survey of At-Risk Students and as compared to the same study skills exhibited before the tutoring intervention and as indicated on the Teacher Study Skill Survey of At-Risk Students given before practicum intervention (see Appendix B). The study skills that will be measured are: completing classwork, returning homework on time, attending to task, and bringing the proper materials to class.

4. Twenty of the 27 referred students will increase their grades from unsatisfactory to at least satisfactory as measured by the end of the school year report card.

Measurement of Outcomes

1. The teacher-made reading test entitled, the Protege Reading Test, was administered by the writer to all referred at-risk students on an individual basis (see Appendix C). Each student was allowed to take as much time as needed to complete the exam. The administration of the test ranged in time from 15 to 30 minutes, depending on the student's age and/or functional ability. Students were allowed to ask questions about test instructions. Students were not given hints or allowed to remain within the classroom when the other students were being tested. Students were usually given the exam in the afternoon, during the writer's scheduled testing period. The testing instrument was used during the last week of the seventh month of implementation. Testing the entire group of referred at-risk students individually took five days, from Monday through to Friday.

2. The teacher-made arithmetic test entitled, the Numbers Test was administered by the writer to referred at-risk students (see Appendix D). The test was administered during the last week of the seventh month of implementation. The entire week, Monday through Friday, was used to test the entire group of at-risk students individually. The test ranged in length of time from 15 to 25 minutes depending on the student's age and/or functional ability. The first

three sections of the testing instrument was administered to each student individually, by the writer. Each student completed the remaining sections independently. Testing generally occurred during the afternoon hours of the school day. Students were encouraged to ask questions about test instructions for clarification purposes.

3. The measurement of Objective 3, which was, increasing the usage of study skills from needing improvement to not needing improvement, was determined by regular teacher and resource specialist observation of the referred students as indicated on the Teacher Study Skill Survey of At-Risk Students (see Appendix B). The measured study skills were: completing classwork, returning homework on time, attending to task, and bringing the proper materials to class. The resource specialist kept charts of attendance, homework completion, returning homework, attending to task, and bringing the proper materials to class.

The regular classroom teachers also had charts with the various defined study skills monitored or observation sessions recorded. By combining the results of the regular classroom teacher and the resource specialist, grades and comments were indicated on the last three report cards. Additionally, the Teacher Study Skill Survey of At-Risk Students was completed the last week of the seventh month of implementation. All teachers were presented with the survey on Monday of that week. All surveys were completed by the

teachers and delivered to the writer by Friday of the same week.

4. The measurement of Objective 4, which was 20 out of 27 students will increase their grades from unsatisfactory to at least satisfactory, was measured by the end of the school year report card. Kindergarten through third grade students received report cards that had the following range of scores: outstanding, satisfactory, needs to improve, and unsatisfactory. Fourth and fifth grade students received report cards that ranged from grades A, B, C, D, and F. A satisfactory grade for the fourth and fifth grade students was determined to be grades A, B, or C.

Students' report card grades were recorded at the close of each of the last three grading periods for the school year. These results indicated whether there had been progress toward the stated goals. Regular classroom teachers and the resource specialist discussed reasons for some of the grades and comments written on the report cards. A final comparison of each student's first and fourth quarter grades were completed, in the areas of reading/language arts and mathematics.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem, as seen by the writer, was that several at-risk students were not achieving at their academic grade level in mathematics and reading/language arts. Students were also not applying important study skills. Regular classroom educators did not have the time to give for extra support or repetition of academics skills for at-risk students. Additionally, there were no supplementary programs for these students, unless they qualified for the resource specialist program and/or bilingual education programs.

A possible solution to many at-risk students not achieving at their academic grade level in math and reading in the writer's school suggested by the literature, is the use of peer and cross-age tutoring (Coleman, 1990; Ehly & Larsen, 1980; Ellis & Preston, 1984; Foster, 1983; Jenkins & Jenkins, 1988; Juel, 1991; Leitner & Ingebo, 1984; Losey, 1986; Sassi, 1990). Peer and cross-age tutoring offer the at-risk student the opportunity of learning from another student. Working in pairs provides learners with the opportunity to see another person's successes and failures

and to learn to accept the person just the way he/she is at that time (Mosston & Ashworth, 1990).

It may be easier for the protege to relate with a tutor that is near the protege's age. The protege would work one-to-one with the tutor who would provide individual attention or near-individual attention. The protege would have many opportunities to succeed with school work and ask questions. The protege could learn at his/her own rate and would be allowed to learn without the pressure of having to be graded. Arkin and Shollar (1982) feel that tutors offer proteges benefits such as; improved learning, improved attitude toward school and learning, and improved self-image.

Tutors may frequently be emulated by the proteges. Responsible tutors serve as healthy role models for at-risk students who may not have other positive examples. If proteges imitate the behavior of a role model who is perceived as being successful and secure, they also may hope to experience similar benefits (Taccarino, 1983). This hope of success may later be developed into the reality of personal achievement.

Peer tutoring is defined as children teaching other children, usually on a one-to-one basis (Bowers, 1991; Ehly & Larsen, 1980). Peer tutors and proteges are part of an important type of education called collaborative learning, according to Arkin (1982). Generally, peer tutoring, as distinguished from cross-age tutoring, is when students of

the same age provide instructional assistance to other students of the same age.

The literature reveals that the causes of students needing tutoring in the school system are varied (Koskinen & Wilson, 1982). Historically, children have been helping and teaching each other for as long as people have come together with common goals (Ehly & Larsen, 1980). Some cultures expect the older children to teach the younger children.

Today, the accurate label for older students instructing younger students is cross-age tutoring (Ehly & Larsen, 1980). In the one-room schoolhouses, there were many grade levels and one teacher to provide instruction. Older or more able students were given the responsibility of teaching younger or less gifted students on a part-time basis (Ehly & Larsen, 1980). The method appeared to work because students seemed to learn in an environment with many ages and grade levels and only one adult teacher. Cross-age tutoring generates academic and social growth, increases self-worth, meets individual needs, provides individual attention, and is academically productive while being personally enjoyable (Ellis & Preston, 1984).

Peer and cross-age tutoring benefit the tutor as well as the protege. Children learn from teaching other children by improving their intellectual scope, skills acquisition and reinforcement, maturity, psychological insight, and career development (Arkin & Shollar, 1982; Gartner, Kohler, & Riessman, 1971).

Besides these assets, tutoring has proven to be a very effective teaching strategy. Dunlap (1987) states that tutorial training methods were superior to self-discovery methods in first-grade children's understanding of probability. Student tutors also learn about helping other students that may need their assistance. By being able to assist fellow students, they learn to become better citizens, to build character, as well as becoming more humane people. Tutors learn empathy, patience, tolerance, appropriate verbal behavior, and effective teaching skills (Mosston & Ashworth, 1990). Both tutors and proteges learn how to best work with each other in a learning partnership.

Small group tutoring instruction is discussed by Bramley (1979), as an effective way to help proteges improve academically. The dynamics of the group inspire a contagious excitement for learning. Collaborative activities encourage students to work together drawing on each person's strengths (Roswell & Natchez, 1989).

Facets of this type of teaching strategy that can be easily transferred from the classroom and incorporated within the tutoring groups are elements of group tutoring. It has been found to be an effective instructional skill in teaching all levels of students in many subject areas (Bramley, 1979).

Students learn more effectively in an environment free of stigma (Jackard, 1988). By using group tutoring techniques students are viewed as team members of a group.

As a rule, past stigmas are erased in lieu of working with team members as agents also moving toward the same goal. Student proteges working with student tutors in a noncompetitive learning situation, have the freedom to learn at their particular learning rate. Students are not pressured to keep up with the teacher's pace or the pace of other students. They are allowed to master small pieces of subject matter rather than entire concepts before proceeding to the next step.

Teachers are often pressured to move rapidly through material, so that the required information has been covered for that particular grade level by the end of the year. The problem is that teachers rarely have enough time to reinforce teaching and this has been found to be one reason tutoring is necessary (Blumemfeld, 1973; Bond, Tinker, Wasson, & Wasson, 1989; Myrick & Bowman, 1981). At-risk students generally need more repetitions and teacher directed teaching time than the regular classroom teacher is able to give. Devoting the necessary time to at-risk students may be at the expense of the other students enrolled in the class. Tutoring sessions before or after school hours would help teachers and students make up for limited teaching time spent within the classroom.

The research has shown that low achieving students learn effectively by using direct instruction (Gersten & Carnine, 1987; Kaiser, Palumbo, Bialozor, & Mclaughlin, 1989). The Center for Research on Elementary and Middle

Schools (1987) states that direct instruction has been used successfully to teach students skills in a variety of academic subjects. In the school site's resource specialist program (RSP), a special education program that services students with learning disabilities, students have shown great progress with this approach to learning. The special education department advocates the use of the direct instructional approach in all special education classrooms within the school district.

Direct instruction is a sequential and repetitive method of teaching many subjects. Fifteen years of research at the University of Oregon and Ohio State University has developed a highly structured, scripted plan with follow-up activities (Gersten & Carnine, 1988).

Direct instruction is also used in the nearby elementary school's, middle school's, and high school's special education programs. Use of the collaborative method, in terms of teachers and schools sharing ideas, is valuable. Collaboration with local schools and teacher training institutions has been useful in pooling teaching skills and effectively teaching students at low academic levels (Boehnlein, 1987). Cross-age tutors from a geographically close middle school and/or high school would be an economical and functional resource to the elementary school. Student tutors can be effective if given guidance and consistent teacher supervision with their tutoring.

According to Matz (1989), students should be taught to read by using a variety of methods, such as contextual strategies, vocabulary building, experiential reading, and phonics. Teaching reading to a child has many facets. Reading encompasses word attack, phonetic analysis, analyzing picture clues, vocabulary building, comprehension building, and fluency of oral reading. Direct instruction emphasizes many of these areas of reading. Direct instruction coupled with experiential reading, presents to the student needed skills within relevant subject matter.

In addition to using a student's personal background as relevant data for reading material, the use of a child's cultural background is also important. Sanacore (1987) focuses on the need for cross-cultural reading interventions for at-risk children. By using this strategy, students may increase self esteem while learning about their cultural backgrounds. Students may participate in the teaching of their culture as conveyed to other students, again reinforcing self esteem and leadership qualities. All students have the opportunity to learn about other students' cultural backgrounds. Students will be able to compare culture similarities and differences with their peer's cultures. Students also will increase their knowledge of various cultural experiences.

Another effective method for teaching reading is Paired Reading, involving a child and parent reading together. Children need the attention of one patient adult, or older

child, for long enough to read something that pleases them both (Meek, 1982). This method helps to reinforce what has been taught at school and provides the necessary practice that reading requires. It also provides bonding between child and parent, therefore inspiring motivation for the reading experience. Children receive individualized attention from the most important model in a child's life, his parent.

Along with Paired Reading, the Reading Maintenance Program, also stresses that the student read aloud. It is important for parents and teachers to give the child many opportunities to read aloud. Teachers need to be aware of how children decode words. Students' fluency of reading is another consideration. Without consistent daily practice, the student will not develop this area of reading.

Before a student can expect to read aloud he or she must have a good model. As mentioned previously, the first important models in a child's life are his/her parents. Parents who read to their children are helping to develop the child's interest in reading. Teachers are also important models for children. Reading Recovery is a program that involves the teacher modeling fluent reading. Later, the student will read short easy books to perfect his or her fluency.

Reading aloud to students of all ages is a necessary component of learning language and, later, reading. The beauty of language becomes an integral part of the student's

grammatical structure, vocabulary development, and rich appreciation of good literature. Morrow (1990) states that there can be positive effects of a story reading program on the literacy development of at-risk kindergarten children. Students should be read aloud to by teachers when they first enter school and by parents before entering school. This introduces a child at an early stage to the enjoyment of reading.

Garcia & Pearson (1990) believe that reading instruction should be modified to facilitate the development of comprehensive strategies. Such strategies as; teacher modeling, task and text authenticity, scaffolding, and shared decision making should be included in reading programs for all children. Reading must become part of the child's total experience. It must connect to and relate with knowledge the child has acquired.

Another activity that stimulates reading is the shared book reading experience. Shared book reading has been found to be an effective reading activity for at-risk children (Mason, 1990). Students may share reading with a partner, a peer or cross-age tutor, or a parent. Reading becomes a social activity to be enjoyed by more than one individual. and this often adds to the motivation, confidence, and enjoyment of literature.

A student's confidence is heightened by working with one or more significant others on a common activity. A bond of trust is built between the readers. When students know

that someone they trust is behind them, they gain the confidence needed to become learners. This philosophy was used successfully in the mentor program for underachievers (Gaskins, 1992). When trust is already established in the home, parents become key motivators of learning. Thurston (1990), advocates in-home parent tutoring because the effects on academic behavior at home and in school have been positive.

In addition to the help that may be supplied by the home, the need for extra programs for all needy students is becoming more crucial. The Center for Research on Elementary and Middle Schools (1987) states that extra programs to help at-risk students are important. According to Newman and Goldin (1988) low achievers know they need help with math and reading but hesitate to ask for help. This information has implications for teachers and tutors. Within a supplemental tutoring program to the regular school day agenda, at-risk students would be encouraged to ask questions and more individual attention would be supplied to them.

Currently, educators have limited time to teach all the necessary subjects to the various functional levels of the students enrolled in their classrooms. Not all students qualify for special education programs which individualize learning for the student. Other programs, such as Chapter I, are not available at many school sites. Several programs have demonstrated that they encompass effective teaching

tools, but are too expensive to implement in many school districts, especially in view of recent budget cuts.

One such effective program that has proven to be helpful to the at-risk student is Project Catch-up. The Newport-Mesa Unified School District in Newport Beach, California has successfully used Project Catch-up since 1982. This project provides remedial instruction to improve reading and mathematic skills of children who test in the lowest quartile in these areas.

Another powerful program that stresses both whole language acquisition and phonics is, the Sing, Spell, Read, and Write program. Rowe (1990) describes the successful use of this reading program, in which a whole language approach is used emphasizing phonics and total immersion. Whole language is becoming a popular and widely used teaching program. It offers an added attraction to teachers and parents, since it stresses both phonics and total immersion in one program. Most whole language curricula today do not provide sequential phonetic lessons within their scope. Many primary teachers, at the writer's school, feel the need to have more structured and definitive lessons in the area of phonetic development. Teachers, also, do not want to sacrifice the whole language concept and application.

The literature reveals that classroom reading instruction through the use of teacher explanation of mental acts associated with strategic skill use, would enhance students reasoning ability during reading (Duffy & Roehler,

1987). Understanding and analyzing reading material is a necessary but often difficult skill to teach and develop, particularly with the at-risk population.

Similarly, low achieving students can successfully use language patterns to apply a decoding process of using known language patterns to figure out unknown words (Gaskins, 1988). Some students need other methods besides the use of phonics to decode words and word meanings. Language patterns is another strategy to consider and apply concerning at-risk students in the area of reading.

Another researcher, Wilson (1983) finds a positive relationship between the effect of task authority structures on student task engagement. The more time a student is engaged with a particular task, the more the student will learn about it. Teachers have historically tried to find ways to engage students in the act of learning, perhaps the task authority structure is one way to stimulate student task engagement.

Another way to foster task engagement is to manipulate a student's style of learning so that his or her strongest perceptual skill is utilized. This may be helpful for the learner so that he or she is able to learn as easily, quickly, and thoroughly as possible. Teachers appreciate effective ways of teaching, enhancing, or improving the learning process. It is important for tutors and teachers to be aware of how a student learns. Teachers should use visual strategies and activities to stimulate the visual

learner. Moreover, other strategies and devices should be used for the auditory and tactile learner. According to Worden & Franklin (1987) there are positive gains for matching a child's perceptual strengths when teaching reading.

A device that may be helpful for the improvement of various perceptual strengths and/or weaknesses would be the computer. Berger (1988) indicates that the use of computers may be an effective motivator for subject areas also, such as reading and arithmetic. School systems that have long range plans for including computers into their curriculum have already planted the necessary seeds for the future (Maffei, 1986). Computer knowledge is mandatory for the potential producers of the society and the competitive future of the nation.

All the mentioned teaching strategies in this practicum have proven to be effective to various populations, particularly to the at-risk students. Integrating as many of these methods together when appropriate, rather than vying one strategy against another, logically appears to be the most productive route for the student or protege. Bergman (1992) argues that providing students with a repertoire of learning strategies is a way of helping all students to become independent readers, thinkers, and learners.

Independent learners and thinkers generally have strong self concepts. Encouraging a student's self concept is

basic to any learning program. All teaching methods are secondary features to that of the development of sturdy self images. Jackard (1988) states that the Shawnee Mission Alternative Education Program improved the self worth and, therefore, the grades of at-risk high school students. After the basic survival needs have been met, one's need to develop a strong self worth becomes important. Students are capable of achieving almost anything if this need is nurtured and allowed to grow in a healthy manner.

Another factor that contributes to improved self worth and good grades is adopting consistent study skills. Students that bring completed homework back to school ontime, return completed classwork, pay attention to tasks, and bring the proper materials to class regularly, are, generally, the students that succeed in school. These students are reinforced with praise and good grades. Study skills are representative of the crucial abilities students need in order to learn on their own (Rupley & Blair, 1983).

According to Olney (1988) and Shollar (1982) teaching study skills is a necessary part of learning at school. Other literature gives evidence to the needs and successes of teaching study skills through peer tutoring and utilizing small group instruction (Bramley, 1979; Wagner, 1982). The writer has had experience teaching both special education students and regular education students. This experience has demonstrated that teaching and reinforcing study skills is as important as teaching and reinforcing subject matter.

Description and Justification for Solution Selected

The writer's goal was to help at-risk students increase academic competence in math and/or reading and to improve study skills. The writer understood the value of incorporating many strategies of teaching and styles of learning toward accomplishing this goal. At-risk students at this school site needed extra teaching time to acquire the knowledge that was expected at their functional level. These students also needed to improve various skills in arithmetic operations and reading. Teachers often did not have extra time to give to the low achieving student to reinforce previous teaching. A before-school tutoring program would help to strengthen academic skills and effective study skills.

Teachers, elementary students, and the RSP aide were selected to tutor referred SST elementary protege students in the areas of math, reading, and study skill acquisition. Elementary school teachers at this school site recommended responsible students to be screened as possible tutors for the protege students. Teachers wrote their selections on the Tutor Recommendation Form (see Appendix E).

Elementary school student tutors completed the Tutor Questionnaire (see Appendix F). Prospective tutors answered questions on the questionnaire about the subject area(s) they were most suited to tutor and the age level they wished to tutor. The answers helped to determine congenial and productive matches between tutors and proteges. Student

tutors examined the reason or reasons they were interested in the position.

The coordinating teacher gave a presentation about the purposes and operations of the tutoring program to the prospective tutors. They were also given information about the responsibilities of the tutoring position.

Student tutors were instructed by the coordinating teacher of the tutoring program. Lessons and inservices about relating to tutoring partners, administering praise, and other motivators, were presented. Other lessons presented to tutors were about peer and cross-age tutoring, cooperative learning techniques, oral and silent reading strategies, group tutoring, and direct instruction.

Tutors signed the Contract for Tutors (see Appendix G). This contract helped make the tutor's responsibility more official and binding to his or her obligation to the position of tutor for the school year. All tutors received a copy of the contract and the tutors' duties. Tutors became familiar with the incentives received for his or her services rendered. The parents of the tutors, the school principal, and the coordinating teacher, and the tutor, signed and dated the official contract.

Tutors and proteges were each given kits that contained supplies. The kits contained stickers used as incentives on attendance and study skill charts, pencils, crayons, erasers, and a blank composition book for taking notes and journal writing. The rules for proteges and tutors were

included in the kits, respectively. Other materials included were, a personal working dictionary or word book, index cards for making flash cards, paper, and a Rebecca Sitton Word List (see Appendix H). Permission to use the Rebecca Sitton Word List was granted by the school site administrator (see Appendix I).

The rules for tutors and proteges to follow for remaining in the tutoring program were presented and discussed as facilitated by the coordinating teacher. The program was named, The Tutoring Teams Club. Joining the club as a protege or tutor was considered a privilege by teachers and students.

Teachers and tutors motivated and taught proteges to acquire and consistently use the following study skills: task completion, returning homework on time, bringing proper materials to class and the tutoring sessions, and being attentive to task. Proteges were rewarded with stickers, free time tickets, free ice cream tickets, parties, field trips, and certificates. Permission was obtained from the school administrator and the parents to give edible treats to the students. A variety of other tangible awards were included and students were recognized within the club's classroom and in school assemblies.

Tutors and teachers helped students in weak subject areas while requiring the use of good study skills. Direct instruction of students was implemented in the tutoring sessions. Tutors were taught to use individualized or

partner tutoring, small group tutoring, oral and silent reading techniques, and precision math. The use of a *variety of manipulatives used for tangible learning* activities were taught to the tutors, all under teacher supervision.

Proteges were motivated by stimulating educational games. They were motivated to read, write and work arithmetic problems by being video and audio-taped reading their original compositions and completing assignments. Math fact charts were displayed in the tutoring room to show improvement. Proteges were involved in the "Read to Succeed" week in which guest speakers read and shared how reading had inspired them.

Computer reinforcement was used during every tutoring session. Excellent work and/or work samples showing academic progress were displayed in classrooms. The principal acknowledged excellent attendance, improvement of study skills, and/or grades by presenting tutors and proteges with whole school assembly recognition and certificates of accomplishment.

The coordinating instructor presented mini-lessons that helped to reinforce learning in deficient skill areas. The lessons occurred during tutoring sessions, approximately twice a month. Tutors and proteges participated in the lessons. The instructor suggested and demonstrated the use of follow-up activities using manipulatives or games to

reinforce the learning presented to student tutors and proteges.

Tutoring procedures, rules, and incentives for demonstrating the use of study skills, and improving academic subject areas were presented to the proteges. Proteges were then asked to sign the Contract for Protege Students (see Appendix J). The parents of the protege, the principal, and the coordinating teacher also signed the contract for tutoring. A letter to the parents of the protege students and tutors was sent home explaining the tutoring program (see Appendix K).

Tutors indicated on the Tutor Questionnaire their reasons for tutoring and their written commitment to the position. Tutors stated the subject(s), age, and grade level of the student they preferred to tutor. Their responses were considered when the matches were confirmed.

Tutors and protege students were matched according to tutors expertise in subject matter. Another pairing consideration was, similar personality traits of the tutor and protege students. These personality traits were indicated on the Tutor Recommendation Form submitted by classroom teachers. The matches were routinely evaluated by the writer on how productive and congenial the matches were in practice, by observing and using the General Tutoring Guidelines (see Appendix L). The Protege Rules for Incentive Awards was also used to determine successful matches (see Appendix M). These two documents listed the

rules governing the tasks of tutors and proteges. They also described consequences for noncompliance with important rules such as consistent attendance in the tutoring sessions.

The writer believes that these approaches have been successful in teaching students study skills, reinforcing academic subject areas, and in developing the Tutoring Teams Club. In the past RSP students having learning disabilities, had improved their study skills and academic skills in various subject areas by following similar guidelines. RSP and regular classroom students had academically benefitted from and enjoyed some of the enrichment activities that were used.

It has been documented that students receiving direct instruction learn more than with other traditional approaches to learning (Moyce-Smith, 1988). The direct instructional approach is used within the school district and at the school site. Students in both regular and special education have progressed in the areas of language, reading, and arithmetic by using direct instructional methods.

Small group instruction with the inclusion of peer and cross-age tutoring has proven to be an effective way of servicing students (Goldberg, 1989; Friedel & Boers, 1989; Shapiro, 1988). Group instruction has been successfully used within the regular primary, regular upper grade, and RSP classrooms at the school site.

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Small groups have been used in the RSP classroom to facilitate direct instructional methods of learning. The regular classroom also utilizes small group instruction when appropriate. The small group encourages participation by all members of the group and stimulates more energy from the students than one to one tutoring. Also, it is more manageable than a large classroom.

Individualized peer and cross-age tutoring has been successfully used at the school site within and between classrooms. Student tutors and student proteges profit from the bond that is created between them. Proteges also benefit from the knowledge they acquire from their tutor as well as from the extra practice that is encouraged. The student tutor increases his knowledge of the subject matter and learns to have compassion, patience, and diplomacy in being able to service a fellow student.

It is the writer's observation that the supplemental tutoring program has greatly helped to service at-risk students. These students were not achieving at their academic grade levels in math and reading/language arts. The Tutoring Teams Club focussed on repairing concept and skill deficits in math and reading/language arts. The program also addresses the application of study skills, an important part of becoming a successful student.

Report of Action Taken

The following is a detailed summary of the action taken in implementing the strategies designed to accomplish the goals of the practicum.

The following procedures were completed prior to practicum implementation. The writer's proposal for implementation was approved by the principal, the writer's verifier. Teacher referrals, work samples, observations, and the past year's state exams were studied. Teacher surveys and questionnaires were completed before implementation. Pre-testing of protege students was completed before practicum implementation.

Month 1

A general meeting was held to reacquaint the staff with the tutoring program for at-risk students unable to qualify for other programs. Teachers had been queried about their interest in participating in the before school tutorial program before the close of the 1991-1992 school year. All teachers on the staff, were at that time, interested in the proposed program.

Teacher referrals were compiled into groups and assessed according to the proteges' weak subject areas. Cross-age and peer tutors were selected by classroom teachers and the coordinating teacher of the tutoring program. Teachers used the Tutor Recommendation Form to list prospective tutors. Final selections were determined by the coordinating teacher of the Tutoring Teams Club. An

effort was made to match proteges with tutors whose personalities appeared to be compatible and responsible.

Letters were sent home informing referred students and their parents about the tutoring program. Such details as the days, dates, and the time the program was to operate and the selection of tutors and proteges were discussed in the letters. Parents who had further questions spoke with the principal and/or coordinating teacher for clarification.

Two inservice training sessions with the assisting teachers, peer tutors, and cross-age tutors were held. Topics centered on direct instructional teaching methods, study skills, working with partners, individualized tutoring, and tutoring guidelines. Other areas addressed were: motivation techniques to encourage the learners, oral and silent reading techniques, and ideas about group tutoring. These inservices were presented and directed by the writer.

Tutors completed the Tutor Questionnaire. Tutors wrote their reasons for wanting to tutor and explained their commitment to the new position verbally and in writing on the questionnaire. They further stated the subject(s), age group, and grade level of proteges they preferred tutoring. Later, these responses were considered and honored, when applicable, while coupling tutors and proteges.

Tutors and protege students were matched according to tutor expertise in subject matter. Another area of concern was similar personality traits of the tutor and protege

students as indicated on the Tutor Recommendation Form submitted by classroom teachers. The Tutor Questionnaire, completed by the tutors, was also considered while pairing the student partners.

Tutors and proteges received written permission from their parents to tutor or be tutored at the scheduled times and on the given days of the week. Tutoring days were to be on Tuesdays and Thursdays for 30 minutes before the beginning of the scheduled school day. Additionally, tutors, proteges, their parents, the coordinating teacher of the tutoring program, and the school's principal, signed individual contracts. These contracts reinforced commitment to the general procedures and rules of the club. These rules were outlined in the Protege Rules for Incentive Awards and General Tutoring Guidelines, respectively.

Tutor and protege matches were regularly evaluated by the writer on how productive and congenial the matches were in practice. The General Tutoring Guidelines and the Protege Rules for Incentive Awards were used as structures to evaluate the productiveness of the tutoring partnerships.

Student tutors received inservice training on the duties of tutors, the time and day they were to work, the student selected as their partner, and the treat incentives consistent and reliable tutors would receive. These duties were based on the General Tutoring Guidelines. Tutors were taught by the coordinating teacher to chart attendance and study skills of the protege students during all tutoring

sessions. The coordinator also monitored attendance on a large classroom chart of all students each tutoring session.

Rewards were given to tutors and proteges for following the General Tutoring Guidelines or the Protege Rules for Incentive Awards. Tutors and proteges received weekly incentives such as free time, bimonthly incentives, such as free ice cream, and quarterly incentives, such as parties and field trips.

Tutors received three stickers or happy face stamps that were presented to proteges for each productive tutoring session the proteges attended on time. The tutors were allowed to administer stickers or stamps to the proteges who exhibited appropriate study skill behaviors described in the Protege Rules for Incentive Awards.

The coordinating teacher monitored tutors and proteges each tutoring session, unless one or more tutors were absent. The coordinator would tutor the protege or assign the RSP aide or assisting teacher to tutor the protege or proteges. No student was ever left unattended during tutoring periods.

The writer had originally planned to monitor ten minutes and tutor for 20 minutes each session. It was discovered, however, that the coordinating teacher needed to be available to all tutors and proteges the entire tutoring session. Students often had questions about the choice of manipulatives, game rules, sequential activities, directions on work sheets, and computer software.

Each protege and tutor was given a packet containing school tools and supplies such as pencils, crayons, a composition book, a Rebecca Sitton Word List, index cards, and stickers. A copy of the General Tutoring Guidelines or Protege Rules for Incentive Awards and any student-made teaching tool that needed to be used in the tutoring process was included in the packet. Work packets were stored in the RSP classroom, which was the main location for every tutoring session. The school library, next door to the RSP classroom, was also used for Tutoring Teams Club meetings and inservices.

The writer delivered short scheduled lessons twice a month on areas such as phonetic skills, sentence writing, money counting, regrouping in subtraction, and other skills. Lessons were presented to at least five or more protege students. Each lesson was presented twice for reinforcement purposes.

Tutors and proteges were requested to listen to the mini lessons. Tutors were later given instructions on how to help proteges complete follow-up activities designed to reinforce the lesson. Tools for the activities were available in the RSP classroom. Sometimes follow-up activities would continue for several tutoring sessions before being completed.

Students who were not involved with a particular

mini-lesson remained in the tutoring class. These students worked with the aide, assistant teacher, or a partner on other needy subject areas during this time.

Teachers on staff did not request additional mini-lessons of the coordinating teacher during implementation, although this option was presented to them. Most teachers stated that the scheduled lessons were sufficient and covered the areas of greatest concern for protege students.

Mini-lessons were approximately fifteen minutes per scheduled tutoring session. Tutors helped to reinforce the lessons during the remaining tutoring time by using various manipulatives. Items used were chalk, chalk boards, paper, pencils, markers, and other manipulatives suggested and supplied by the writer.

Tutors and proteges reminded club members about the next day's early morning Tutoring Teams Club meeting. Volunteer proteges and tutors would read a brief narrative over the school's intercom system to remind all students and teachers involved in the tutoring process.

Additionally, tutors and proteges exchanged telephone numbers during the first tutoring session. Proteges and tutors were instructed to give one another wake-up calls as another more personal reminder to come to the Tutoring Teams Club meeting promptly.

Month 2

During the meeting for assisting teachers and tutors, charts and feedback were presented to evaluate the progress of the program. Tutors and proteges generally appeared to adjust to the program's guidelines, rules, and procedures. Most of the students seemed to enjoy membership in Tutoring Teams Club. Many other students in the school had asked to join the club as either proteges or tutors. The students' eagerness indicated to the writer that club participation would be a desirable commitment regardless of the position, protege or tutor.

Tutors were instructed by the writer on techniques to motivate proteges, such as giving verbal and written praise and encouragement. A list of different ways to praise students was given to the tutors for use with their proteges. One tutor asked to bring in a personal pencil stamp to use as a reinforcement tool for her protege. The stamp fit perfectly within the chart's graphing squares. Many other tutors expressed the desire to buy a pencil stamp to use during club sessions.

A brief review of the charting system for attendance, homework returns, necessary materials brought to tutoring sessions, and task completion was reinforced by the coordinator. A chart for recording attendance and study skill acquisition was attached to each protege packet of materials.

Tutors were instructed by the writer on how to teach proteges letter names, letter sounds, numeral recognition, counting skills, simple addition, and simple subtraction. Tutors were also instructed on how to tutor facts in addition, subtraction, multiplication, and division, using flash cards, games, speed drills, and other manipulatives. Tutors practiced by role playing tutor and protege parts with the use of various manipulatives. The coordinator monitored the role playing and encouraged creative teaching skills. Suggestions for effective methods of teaching were also conveyed to students by the coordinator.

Students were given time to discover the classroom location of needed materials and tools to be used while tutoring. They were allowed to handle games and equipment and to inquire about their usage.

Tutors and proteges were given the Rebecca Sitton Word List to help increase sight word vocabulary, reading, and spelling skills. Some students used the list to learn new reading words, to review words, and to use the words in sentences for meaning. The words from the list were used, also, to make flash cards, to create memory games, and as alphabetizing tools. The words were further used as a source for story writing and to play such games as Hang Man, a letter and word determining game.

Tutor and protege students were encouraged to keep self-made and/or duplicate materials in their packets for use during future tutoring sessions. Each protege and tutor

owned a composition book. This book was used for writing stories, keeping journals, taking notes, handwriting exercises, mathematical operations, letter/sound recognition assignments, and more.

Access to various manipulatives such as flash cards, cyclo teachers, a mechanism used for reinforcing facts in reading, math, and science, and books on all reading levels. Other manipulatives utilized were: Spanish readers, blocks, block pattern cards, tangrams, writing easels, felt boards, globes, maps, lap chalk boards, large chalk boards, pocket charts, and sentence strips. Tutors and proteges consistently used the classroom computer, tape recorders, calculators, and the typewriter. Math and letter sound speed drill work sheets, math charts, and both the RSP classroom and school libraries were used consistently.

The writer presented two 15 minute lessons on long vowel sounds during this month of implementation. Proteges and tutors were requested to say all long vowel sounds. Students listened to the lesson and later, brainstormed words containing long vowel sounds. Students closed their eyes and listened for words containing certain long vowel sounds. By using the large chalk board, students matched long vowel sounds with words containing the same sound, for example, "O," as in the word coat.

Tutors reinforced this lesson by requesting proteges to use pictures of objects having long vowel sounds. The protege needed to state the vowel that he or she could hear

distinctly. Puppets, such as Petey Parrot, helped to generate enthusiasm for vowel sounds. Other games involving rhyming long vowel sounds were used. Also used were large table work sheets made for more than one student. Partners worked on identifying and coloring long vowel sounds in words and "hidden" pictures.

Tutors and proteges had a brief meeting to acquaint themselves with many of the math and reading games in the RSP classroom. The coordinator helped to explain complicated rules of many games. Tutors played the games to become familiar with the rules and procedures.

Some games that were introduced were; Addition and Subtraction Quizmo, Multiplication and Division Quizmo, Multi-Math, Going to the Bank, and Black Jack. Another game available was laminated math puzzle cards, used to teach and reinforce math operations. Memory, was used as a reinforcement tool for arithmetic procedures, vocabulary building, and skill development. Matching games were used also for problem solving in math, English, and decoding skills.

An update of Tutoring Teams Club was presented at the staff meeting. Questions and concerns about the club were discussed. The need for additional supplies, computer software, and incentive awards was discussed. One suggestion for the purchase of these items was requesting funds from the PTA.

The principal volunteered to sign certificates for all club members who had obtained good study skills and attendance by the end of second quarter. These certificates were to be presented to students by the principal, in a school assembly at the end of second quarter.

The coordinating teacher monitored both tutors and proteges during the tutoring process. During meetings, students were reacquainted with procedures and their responsibility to the Tutoring Teams Club and partners.

Tutors were privately told to respect proteges and not to belittle them in any way. Each part of the tutoring team was important and no half could effectively function without the other half. Proteges were privately told to respect the tutors by cooperating and coming to the sessions consistently and promptly.

Students were given incentive awards as they were earned, weekly, bimonthly, and quarterly. This month, the Tutoring Teams Club celebrated their quarterly party. Only students who attended sessions regularly and worked diligently were invited to participate in the festivities. Standards for the participants were the General Tutoring Guidelines and the Protege Rules for Incentive Awards.

Proteges were monitored on attendance, necessary materials brought to each session, completion of tasks during each session, and homework returns. These study skills did not always apply during every tutoring club session. Study skills were only monitored when applicable.

Consistent study skills that were monitored every session, however, were attendance and completion of tasks. Classroom teachers were able to chart and verify improvement in other study skill areas more consistently.

The school's principal visited the tutorial program and took several pictures of the members participating. These pictures were added to the school album, the Tutoring Teams Club classroom, and to the office for display.

A follow-up lesson on long vowel sounds was presented by the coordinator. Pictures, puppets, and games were again used by the tutors to help teach and recall the various long vowel sounds. Students were encouraged to exchange manipulatives, so that each protege would be exposed to and practice all five long vowel sounds.

Month 3

An inservice training meeting was held to evaluate the progress of the student proteges and the program. Charts and comments from students and teachers were presented as evidence of protege progress in the areas of study skill and academic development.

A partner exchange was initiated. This was based on one male protege having difficulty relating to his female tutor. He expressed to the coordinator that he felt uncomfortable working with a girl. He thought that the other male students in the club would tease him.

The coordinator had noted during the previous month's observation of tutoring that this protege seemed extremely

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shy and was generally not attending to given work tasks. During one session the protege was found hiding from his tutor behind a learning booth. At another time, his tutor complained about his lack of attention to the subject matter.

The protege was given an older male tutor and the female tutor was given a younger female protege. All the other protege/tutor partners were same sex matches, which appeared to be productive and congenial. All students involved in the exchanging of partners seemed happier and the teams more productive. Almost immediately, the previously inattentive male protege was participating with his tutor and attending to task.

The tutors continued to use and review direct instruction strategies as presented by the writer to the tutors during the first month of intervention as a possible tutoring technique. Tutors worked closely with their proteges. They explained processes and helped the proteges practice skills in weak subject areas.

In some instances, after teacher instruction on Distar, tutors were invited to use the Distar S.R.A. Reading I. teacher's manual. The manual was an excellent teaching tool, used to reinforce letter sounds and blending skills. This manual is scripted and color coded for simple usage. Tutors learned to read their script aloud and to silently read the appropriate answer to be stated by the protege.

The coordinator presented two mini-lessons this month on short vowel sounds. Students echoed each short vowel sound in unison after the teacher. Students then read the short vowel sounds in unison without the coordinator's prompt. Students read the sounds in pairs or individually. Word cards containing the proper short vowel sound were placed in the correct bag. Each bag displayed the letter sound and a picture of an animal containing the particular short vowel sound.

An example of the short "O," sound would be in the word, "ostrich." Proteges, with the help of their tutors, would place the word card "top," as an example, in the short "O," or ostrich bag.

As a follow-up to the lesson, tutors and proteges would practice by exchanging word cards and bags to reinforce all short vowel sounds. Tutors were instructed to help the protege as much as needed, so that understanding of the concept was gained before moving on to the next letter sound.

Tutors and proteges received treat incentives for consistently performing their duties as tutors or proteges. At a school assembly, the principal presented certificate awards to proteges and tutors who had near perfect attendance, improved study skills or academic performance. Students stood before the school as they received their awards.

Tutors and proteges learned the use of the Hopscotch Game in their inservice. This game was later used to reinforce various skills and concepts.

If a student was learning colors, for instance, colored dots would be placed on the laminated hopscotch design. The student would progress by physically hopscotching after correctly naming each color. The student would not progress if a particular color could not be named or was named incorrectly. Another player would take a turn hopscotching in the same manner, naming colors before hopscotching. The first person to reach the top of the hopscotch would win the game.

Colors could be substituted for letter sounds, words, subtraction facts, clock faces, or whatever skills or facts are relevant for a particular protege. One, two, or more students were able to play this game.

The writer wrote a winning grant for $300.00, to be used for supplies, incentives, and to finance a field trip for students involved in the tutoring program. The competitive Industry Hills Rotary Teachers Grant Program was awarded to the writer at the awards ceremony in the Bank of America (see Appendix N).

Month 4

This month consisted of monitoring, teaching, assessing, and evaluating proteges' progress on study skill charts and weak subject areas. There was one teacher/tutor inservice meeting and one staff meeting to evaluate the

strategies and progress of the student proteges' development.

An update of the Tutoring Teams Club progress was delivered during the staff meeting by the coordinator. Teachers commented on the progress with reading, math, and/or study skills that they had noticed with certain protege students involved in the program. Several teachers offered encouraging comments about tutors becoming responsible citizens and better students. Many teachers requested to have several needy students added to the program.

The coordinating teacher noted one protege who was labeled by teachers as having a "behavior problem." His classroom teacher often complained of his inappropriate behavior. This veteran teacher had already asked for this student to be placed in another classroom for the following school year.

This student consistently attended the tutoring club, however. Amazingly, he was also well behaved during tutoring sessions and he always worked diligently to complete assignments his classroom teacher had sent. On at least two occasions, he visited the RSP classroom after school with a friend. This student was delighted to point to the attendance chart and reveal to his friend that he had not been absent for any club meetings. He was an exemplary Tutoring Teams Club member. Although there was little

change in his classroom behavior, other study skills and academic improvement were noted in the classroom.

Teachers had shown enthusiasm for the program in several ways. One important way was by verbally supporting the program as an alternative at the school for helping students. Teachers spoke to parents, other teachers, and visitors to the school.

This month the school entertained several visitors from the Program Quality Review team. The school had a successful Program Quality Review (PQR). The three-year evaluation is necessary so that exemplary teaching and school administration may ensue. Another important reason for the evaluation is so that the school may receive funds from the School Improvement Program (SIP). The PQR team was composed of school personnel from nearby school districts. Their tasks encompassed evaluating the school on every aspect of the school's function, including the tutorial program.

The tutorial program was included in the total school evaluation, though it was not a large part of the written self study. All PQR team members visited the program in operation. The Tutoring Teams Club received praise from all members of the PQR team, both verbally and in their written agenda to the school staff.

New students could not be included in the groups of students involved in the practicum implementation part of the Tutoring Teams Club. There had been such interest from

teachers, students, and parents about tutoring for other at-risk students, however, that the coordinator developed a second tutoring club.

This club met on different days of the week and had even more members than those included within the implementation group. Fellow teachers had again participated by volunteering their time and expertise to help tutor and supervise students involved.

The implementor presented a lesson on using manipulatives and fingers when computing a subtraction problem with numbers greater than nine. After the board presentation of the skills by the coordinator, proteges were required to calculate the answer to such problems as 17 - 8 = (?). Students used their fingers and small brightly colored wooded cubes to compute the answers to various equations.

As a follow-up activity, tutors encouraged proteges to match subtraction facts printed on flash cards with their answers, written on small post-it papers. Answers and equations were scrambled. The protege computed and rearranged the answers to match the equations with the help of the tutor. Students checked their answers by comparing their post-it responses to the answers printed on the reverse side of the flash cards.

Tutors continued using and reviewing individual peer and cross-age tutoring learning strategies as presented to the tutors by the writer during the first month of

intervention. A follow-up lesson on subtraction, using numbers greater than nine, was presented by the coordinator within one week.

Tutors and proteges received awards for consistently performing their duties and participating by successfully following the tutoring and protege guidelines. In addition, a party was given for all regularly attending members of the Tutoring Teams Club.

Month 5

This month consisted of teaching, tutoring, and evaluating proteges' progress on study skill charts and weak subject areas. The writer presented current information about the progress of students in the program to the faculty during the faculty meeting. Teachers were encouraged to ask questions and state concerns about the club.

There was one staff meeting to evaluate strategies and student progress. One teacher complained about the daily intercom reminder announcements of club meetings. Other teachers felt, however, that the reminders were necessary for participating club members. It was decided that the announcements would be continued, but at the same time daily fifteen minutes before the end of the school day. These announcements were less disruptive to the classrooms since the time for them was scheduled and expected every day.

During an inservice training workshop, the writer presented and reviewed ideas about group tutoring. The first presentation was delivered by the writer to the tutors

as possible tutoring techniques during the first month of implementation of this practicum. This presentation was a review and embellishment of the practical usage of group tutoring. Groups consisted of no more than three proteges and two tutors. Tutors geared given activities around the subject matter that needed reinforcement. Tutors used such tools as games and other manipulatives to help reinforce concepts and skills.

One tutor enjoyed facilitating the Phonetic Quizmo Game with a group of proteges who needed a review of phonics. These students were eager to participate together in this learning environment. Another tutor helped to supervise and help the players during the game playing.

Tutors and proteges were told about the results of the verbal survey from classroom teachers about the Tutoring Teams Club. The students were delighted to hear that the teachers were generally pleased with the proteges and tutors. Teachers had seen academic and study skill improvement. They had also commented on how some students had matured and developed in areas such as handling responsibility and social skills.

The purpose of divulging the teachers' reactions to the participants of the tutoring program was to inspire students and to give them motivation and praise for their hard work. Students needed to know that their good efforts were appreciated by many people at the school site.

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The writer presented a lesson on regrouping in subtraction to the ten's column. The lesson was presented on large chart paper. Proteges answered questions as the presenter introduced each step in the process.

Tutors continued reinforcing the concept by engaging the proteges in the process of working similar problems. Students were motivated by being allowed to choose such materials as chart paper, colorful markers, the abacus, or the cyclo-teacher. The cyclo-teacher is a self checking device that helps reinforce a variety of skills.

A review mini-lesson regarding regrouping in subtraction to the ten's column, was presented to the students within one week. Proteges demonstrated competency by following the steps on the large chalk board and computing answers with or without the tutor's assistance. Tutors supplied the proteges with counting blocks, number lines, and other manipulatives, when necessary.

Tutors and proteges received weekly and bimonthly awards for consistently performing their duties as tutors and proteges. The duties were described in the General Guidelines for Tutoring and Protege Rules for Incentive Awards. Regularly attending students were given an end-of-the-quarter party. Attendance and achievement certificates were signed and presented by the principal in a school assembly to all qualified students. Students were acknowledged individually as they stood before the school's student population.

Month 6

An update of the Tutoring Teams Club was delivered at the Tuesday staff meeting. The coordinator presented information to illustrate the progress of students' development in the areas of study skills and weak subjects. Teachers were generally pleased with the attention being given to protege students. Even with the expansion of another tutoring group also meeting before the school day, teachers requested tutoring service for at-risk students not receiving supplemental help.

Teachers felt that students participating in tutoring were progressing even in areas that were not necessarily being monitored. Areas, such as the development of responsibility and service to humanity, are as important as improving study skills and academic subjects. These social skills are necessary in today's diversified, and sometimes unstable and impersonal society.

Many teachers preferred the coordinator of the tutorial program to reinforce problem areas with various supplies and materials housed in the RSP classroom. Other teachers consistently sent work for proteges to complete during the tutoring sessions. The coordinator sometimes needed to create spontaneous mini-lessons to coordinate with difficult concepts on work sheets supplied by the regular classroom teacher.

One such spontaneous mini-lesson was based on the concept of money counting. Four children from the same

classroom were misunderstanding this concept even after the tutors' attempts at explaining. The coordinator of the program used real money to demonstrate coin and paper money denominations.

Several cards displaying pictured items labeled with the cost of each item were placed on a table. Several imitation coins and dollar bills were also placed on the table. The teams of students added up the amount of dollars and/or coins that it took to buy the pictured item. The money was placed below the pictured item. Each team checked another team's adding by recounting the imitation money.

Students learned that there were several different ways to show the same amount of money. Teams would compare and contrast the varied amounts of money. The teams discussed reasons why it is important to know how to count money.

Tutors and proteges played both customer and cashier roles as follow-up to the money counting lesson. Students shopped at the classroom supermarket to simulate important real-life occurrences and vocational skills.

There was one teacher/tutor inservice training meeting to evaluate students' academic and study skill progress. This period evolved into valuable discussion time for proteges and tutors. They, seemingly, needed to talk about and receive solutions to problems that happened during the tutoring sessions.

One tutor was frustrated because his partner wanted to play games the entire tutoring time. The coordinator

suggested choosing games that stressed strengthening the protege's weak reading areas. Another suggestion was to establish with the protege that weak reading skills would be addressed first during tutoring sessions. If the protege worked diligently, he would then be allowed to play a game of his choice.

Many partners had established strong bonds between them. One protege brought her partner a gift of a cup with her tutor's name inscribed on it. Tutors and proteges often reminded each other to come to tutoring on time. Some partners continued to give each other wake-up calls in the morning before Tutoring Teams Club.

Tutors continued to use and review individualized tutoring techniques. These techniques were presented to the tutors during the first month of the intervention by the writer as a review of possible tutoring strategies. One technique that was reviewed was shadow reading.

Shadow reading occurs when the strong reader, or tutor, reads and the protege follows along, reading the words after the tutor has pronounced them. Students practiced this technique using literature or stories suggested by the classroom teacher, parent, coordinator of the tutoring program, or the protege student.

The writer presented a mini-lesson on consonant sounds. Several items were presented individually to the protege students. The writer encouraged the students to listen and repeat the beginning letter sound as the name of the item

was pronounced. Students verbalizing the letter sound "b" for the item, ball, would be an example of student participation in the mini-lesson.

Proteges, with the help of tutors, labeled (using post-it notes), various items around the room that began with consonant letters. Later, the coordinator called out a consonant letter and proteges would touch an object that began with that letter sound. This lesson was repeated after one week, as a reinforcement of the concept of consonant letter sounds.

As a follow-up activity, tutors peeled off the post-it notes when one or more proteges pronounced the beginning sound of the object from which the note had been removed. Another activity involved a variety of objects being placed in a bag. As each object was removed from the bag by a protege, students would name it and say it's beginning sound aloud. These activities were part of the group tutoring process in which the tutors had been trained.

There were many other ongoing activities such as placing a variety of felt figures on a felt board. Proteges would state the beginning sounds of the figures. Students also played Phonetic Quizmo with single letter consonants to reinforce all letter sounds. Some students began a group picture book compiled of pictures drawn and/or cut from magazines that began with various consonant and vowel sounds. These books were shared with tutoring partners and

other tutoring teams. The books were also used as working tools for reinforcing the concept of consonant sounds.

Student tutors and proteges received weekly and bimonthly motivational incentive treats for consistently performing their respective duties. All students attending Tutoring Teams Club during the last week of the month received Spring stickers.

The coordinator took several photographs of tutors and proteges working and playing together. The pictures were used to motivate the students. The pictures were later displayed in the tutoring classroom with comical captions under each picture. The students seemed to enjoy this personal attention and reading the captions. Some students created original captions to the photographs.

Month 7

This month consisted of teaching, tutoring, monitoring, and evaluating proteges' progress on study skills and weak subject areas. There was one teacher/tutor inservice meeting to evaluate the progress of the students' development of study skills and weak subject areas. Another purpose of the meeting was to gather information about the feelings of the assisting teachers, tutors, and proteges.

Proteges completed a survey form entitled, Results of the Proteges' Survey of Tutoring Teams Club (see Appendix N for an example of the Results of the Proteges' Survey of Tutoring Teams Club form.) Proteges responded in writing, to questions about Tutoring Teams Club. They were able to

express, confidentially, their feelings about the club's operation, incentive awards, being tutored, and other concerns.

Tutors also completed a survey form entitled, Results of the Tutors' Survey of Tutoring Teams Club (see Appendix O for an example of the Results of the Tutors' Survey of Tutoring Teams Club form). Tutors were able to express, confidentially, their attitudes about the club's functions and to help make recommendations for next year's tutoring program.

The end of the quarter and year party was planned this month. The trip to Discovery Zone, an activity chamber equipped with various types of play aparatus for children, was also organized.

Students who maintained good attendance and study skills were allowed to participate in the Discovery Zone trip and the end-of-the-year party. The principal again recognized consistent and hard working tutors and proteges at the end-of-the-year school assembly. These students were presented with Knott's Berry Farm certificates of achievement and free admission to this famous amusement park.

The tutoring club cemented close relationships between the partners. In order to continue the bonding, students were requested to write letters and/or draw pictures to one another over summer vacation. Students also would maintain

skills and practice creating, reading, spelling, and writing through the correspondences.

Proteges and tutors exchanged addresses and were given envelopes in which to mail their first correspondence. Students were offered a discount ticket to Discovery Zone for a copy of every correspondence received by the coordinator of the tutoring program. The school secretary would be available at the school site to administer giving out the discount tickets during most of summer vacation.

Tutors were encouraged to continue using and reviewing oral and silent reading strategies. These strategies were presented by the writer the first month of implementation to the tutors. They were to be used as possible tutoring techniques when tutoring students in reading.

Some tutors tested the silent reading comprehension of his or her protege by using short story questions and answers in the S.R.A. Reading Inventory card catalog and the Specific Skills Series created by Barnell Loft for reading and language development. Tutors would often read with or to protege students. Partners worked together to find answers to difficult questions.

The writer presented a lesson on writing sentences. Tools that were used for the presentation were: the classroom chalk board, the large pocket chart, index cards, and sentence strips. Protege students practiced saying complete sentences aloud. Many sentences began in a similar format. A comparison of complete and incomplete sentences

were auditorially recognized by proteges with help from the tutors.

The writer wrote complete sentences on sentence strips. Students read the sentence strips aloud. Students were given cards with simple words written on them to help create original sentences, as a group. As a follow-up activity, tutors and proteges worked together to create various types of sentences by using the pocket chart. Partners read and critiqued all the sentences.

Within one week's time, the sentence building lesson was expanded to included paragraph writing. After a review of sentence writing, students volunteered verbal examples of their sentences.

Next, students' sentences needed to relate to a central topic. The group generated four related sentences to the chosen topic. Every sentence needed to build on the sentence before, creating a logical sequence. The topics were changed several times and the process was repeated with the students. Students helped one another accomplish this sometimes confusing task.

Tutors and the coordinator helped proteges write these sentences in proper paragraph form on a large-lined chart. The coordinator placed red dots in strategic locations so that students would remember when to indent. Proteges and their partners continued to add to the paragraph chart. Pictures were drawn to enhance the paragraph writing. Follow-up activities extended over three tutoring sessions.

The chart was displayed in the Tutoring Teams Club classroom.

Motivational perks, such as ice cream tickets and free time tickets, were given to tutors and proteges for consistently attempting to perform their duties as tutors or proteges. Incentive awards were presented on a weekly and bimonthly schedule.

The end-of-the-year party was a great success. Students enjoyed ice cream sundae treats and other edibles. They also were given free time on the playground. Students spoke to their partners about summer plans and made promises to write each other. Many students acknowledged that they had enjoyed the tutoring experience and that their partner would be missed. Some students exchanged gifts. All participants wrote thank you notes or cards to each other. The writer was available to help any protege or tutor who wanted help with a thank you message.

The writer brought breakfast treats for the participation of the entire staff in the early morning tutorial program. Individual gifts were given to each professional who volunteered service and time. Several educators, the secretary, the custodian, the RSP aide, and the principal were among those whose active participation helped service the program.

A volunteer tea was given in honor of parents who had devoted time and energy to the school in general and/or in various classrooms. Parents who had made games, helped with

parties, and supervised the trip for the Tutoring Teams Club, were also honored at this formal celebration. Pastries, drinks, and certificate awards were presented to these worthy and hard-working parents.

The writer presented current information on the development of the club to the faculty at the scheduled faculty meeting. Teachers completed a written survey entitled, Results of the Teacher Survey of the Tutoring Teams Club. (See Appendix P for an example of the Results of the Teacher Survey of the Tutoring Teams Club form). Teachers were able to express, confidentially, their opinions about club functions and the results that they had experienced with students.

Included in this survey were the teachers' opinions and the results of the teachers' study skill survey of at-risk students. These post-implementation survey results were compared to the pre-implementation survey results of the Teacher Study Skill Survey of At-Risk Students. Teachers' results were tallied and compiled.

All proteges were post-tested in reading and mathematics. The Protege Reading Test was used to test reading skills. The Numbers Test was used to test arithmetic skills. The results of the tests were compiled and compared with the pre-test scores of the same tests.

The end-of-the-year report card grades of the protege students were compared to the initial report card grades, before the practicum intervention.

At the end of Month 7, all testing was given, report cards and teacher comments reviewed, all surveys of students and teachers were given, and all records compiled. A comparison was made between pre-and post-scores of the Protege Reading Test, the Numbers Test, report card grades, and study skills. These results have helped to enable the writer to conclude that the practicum implementation has been effective and generally successful.

Month 8

Every team, composed of tutor and protege, corresponded in writing at least once. Some partners wrote a second correspondence. A few teams decided that calling one another was easier, although not encouraged by the writer. At least one tutor and protege visited each other during the month. Many students were away on vacation, some students attended the middle school summer school, and others were very involved with sports activities.

Although students had been enthusiastic about continuing written communication with their partners, these impinging activities greatly interfered with the students' correspondence. This independent activity was not easily monitored since students were not always available.

The letters that were written seemed very sincere. Some students drew pictures of what they were doing over vacation. Others spoke about the tutoring experience and what they had learned and needed to continue learning. A few girls colored and wrote letters with scented ink pens.

Some students sent small trinkets, such as stickers, through the mail. Most students indicated that they liked their tutoring partner.

Although more written contacts were anticipated by the writer, the quality and sincerity of the contacts received were worth noting. Most proteges and tutors seemed to write in complete sentences. Most of the spelling was correct, or at least written phonetically, so that a partner could read the letter. The pictures were neat, creative, and revealing in terms of the detail usually included. All letters showed that the students had taken great care and pride in the messages they had sent, indicating respect and concern for the partner.

Chapter V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem was that many at-risk students were functioning below grade level in reading/language arts and/or mathematics. Most of these students were unaware or did not use basic study skills which helped to contribute to poor academic grades. Supplementary programs were unavailable at the school site for those at-risk students who did not qualify for special education or bilingual education.

The goal of this practicum was to help at-risk students increase academic competence in math and/or reading/language arts by using peer and cross-age tutoring techniques. In addition, at-risk students' understanding and usage of defined study skills would be increased through peer and cross-age tutoring.

Outcome Measure 1: Twenty of the 27 referred at-risk students will increase mastery on at least 20 of 25 reading items on a teacher-made reading test, entitled Protege Reading Test. Pre-test scores, received before practicum intervention, and post-test scores, received after practicum intervention of the Protege Reading Test, will be compared and contrasted.

As indicated in Table 5, 21 of the 26 referred at-risk students increased mastery on at least 20 of the 25 reading items on the post Protege Reading Test. One protege moved outside the school district without notice, therefore, the student was unavailable for post-testing for any of the measured goals in this practicum.

Before intervention, only one out of 27 students was able to master 20 of the 25 reading items. The post-scores indicate that the at-risk students greatly improved their reading skills through peer and cross-age tutoring intervention.

Table 5

Scores of At-Risk Students on Reading Test
(Protege Reading Test)

PRE AND POST PRACTICUM INTERVENTION SCORES

Student	Grade Level	Scores	
		Pre	Post
1.	2	14	22-pass
2.	2	17	20-pass
3.	2	4	15
4.	2	11	19
5.	2	9	22-pass
6.	2	9	22-pass
7.	2	10	22-pass
8.	3	12	22-pass
9.	3	14	22-pass
10.	3	15	22-pass
11.	3	6	18
12.	3	14	22-pass
13.	3	17	22-pass
14	3	14	25-pass
15.	4	17	25-pass
16.	4	pass-20	25-pass
17.	4	14	22-pass
18.	4	15	22-pass
19.	4	13	22-pass
20.	4	17	25-pass
21.	4	2	10
22.	5	17	22-pass
23.	5	14	25-pass
24.	5	14	25-pass
25.	5	17	25-pass
26.	5	12	17

* Passing scores must be over +19.

The majority of the proteges expressed, on the Results of the Proteges' Survey of Tutoring Teams Club, that their school subjects had improved (see Appendix O). Similarly, the majority of teachers also indicated on the Results of the Teacher Survey of the Tutoring Teams Club, that Tutoring Teams Club, had helped proteges strengthen weak academic subject areas (see Appendix P).

Outcome Measure 2: Twenty of the 27 referred students will increase mastery on at least 20 of 25 problems on a teacher-made arithmetic test, entitled, Numbers Test. Pre-test scores on the Numbers Test revealed that 12 of the original 27 at-risk students received a passing score of 20 or better. In comparison, post-test scores revealed that 23 of 26 at-risk students received at least a score of 20 on the Numbers Test.

Table 6 illustrates the comparison between the pre-and post-scores on the Numbers Test. At-risk students have progressed in mathematical operations through peer and cross-age tutoring. The majority of proteges also indicated on the Results of the Proteges' Survey of Tutoring Teams Club, that school subjects had improved and that they felt good about learning.

Teachers also stated on the Results of the Teacher Survey of The Tutoring Teams Club, that they had noticed great improvement in the areas of reading and mathematics. Although tutors were not being monitored in terms of academic achievement, tutors stated that they had improved

in various subject areas. The tutors' statements were taken from the Results of the Tutors' Survey of Tutoring Teams Club (see Appendix Q).

Table 6

Scores of At-Risk Students on the Arithmetic Test (Numbers Test)

PRE AND POST PRACTICUM INTERVENTION SCORES

Student	Grade Level	Pre	Post Scores
1.	2	14	20-pass
2.	2	20-pass	25-pass
3.	2	12	20-pass
4.	2	15	20-pass
5.	2	12	25-pass
6.	2	12	20-pass
7.	2	15	17
8.	3	20-pass	25-pass
9.	3	15	25-pass
10.	3	20-pass	25-pass
11.	3	20-pass	22-pass
12.	3	17	25-pass
13.	3	20-pass	20-pass
14.	3	17	25-pass
15.	4	17	20-pass
16.	4	15	19
17.	4	15	22-pass
18.	4	17	19
19.	4	22-pass	20-pass
20.	4	20-pass	25-pass
21.	4	15	22-pass
22.	5	25-pass	20-pass
23.	5	20-pass	25-pass
24.	5	25-pass	25-pass
25.	5	20-pass	20-pass
26.	5	20-pass	22-pass

*Passing scores must be over 19.

Outcome Measure 3: Twenty out of 27 referred at-risk students will increase usage of the following study skills from needing improvement to no improvement needed as measured by the Teacher Study Skill Survey of At-Risk Students. Post-study skills will be compared to the same study skills exhibited before the practicum intervention and as indicated on the Teacher Study Skill Survey of At-Risk

Students. The study skills that will be measured are: completing classwork, returning homework on time, attending to task, and bringing the proper materials to class.

As indicated in Table 7, post survey results of the defined study skills have all improved since the original before implementation survey was taken. Two of 27 students were completing classwork before the practicum intervention, as compared to 23 of 26 students completing classwork after the practicum intervention.

Table 7

Teacher Study Skill Survey of At-Risk Students

PRE AND POST PRACTICUM INTERVENTION SCORES

Student Number	Grade Level	Completes Classwork		Returns Homework		Attends to task		Brings proper materials to class	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	2	-	+	-	+	-	+	-	+
2.	2	-	+	-	+	-	+	-	+
3.	2	-	I	-	+	+	I	-	+
4.	2	-	+	-	+	-	+	-	+
5.	2	-	+	-	+	-	+	-	+
6.	2	-	+	-	+	+	+	-	+
7.	2	-	+	-	+	-	+	-	+
8.	3	-	+	-	+	-	+	-	+
9.	3	-	+	-	+	-	+	-	+
10.	3	+	+	+	+	+	+	+	+
11.	3	-	+	-	+	-	I	-	+
12.	3	-	+	-	+	-	+	-	+
13.	3	-	+	-	+	-	+	-	+
14.	3	-	-	+	I	-	+	-	+
15.	4	-	+	-	+	-	+	-	+
16.	4	-	I	-	+	-	I	-	+
17.	4	+	+	+	+	+	+	+	+
18.	4	-	+	-	+	-	+	-	+
19.	4	-	+	-	+	-	I	-	+
20.	4	-	+	-	-	-	+	-	+
21.	4	-	+	-	+	-	+	-	+
22.	5	-	+	-	+	-	+	-	+
23.	5	-	+	-	+	-	+	-	+
24.	5	-	+	-	+	-	+	-	+
25.	5	-	+	-	+	-	+	-	+
26.	5	-	+	-	+	-	+	-	+

(+) indicates that the study skill has been accomplished.
(-) indicates that the study skill has not been accomplished.
(I) indicates that the study skill has improved but has not yet been accomplished.

Three of 27 at-risk students were returning homework before the practicum intervention. Twenty-four of 26 students were returning homework in Tutoring Teams Club and/or the regular classroom after the intervention period.

There were four of 27 at-risk students who, after being observed by school professionals, were able to attend to a task before the practicum intervention. After implementation of the practicum however, 22 of the 26 referred students were able to attend to a task. Classroom teachers or the coordinator of the tutorial program noted this behavior change.

As indicated in Table 7, before the practicum implementation period, two of the 27 referred students consistently brought materials to class. After the implementation period, all remaining 26 students were bringing materials to the Tutoring Teams Club and/or the regular classroom.

Teachers, tutors, and proteges surveyed, agreed that the proteges had improved their usage of study skills. Teachers unanimously concurred on the Results of the Teacher Survey of the Tutoring Teams Club, that study skills of protege students had improved since involvement with the Tutoring Teams Club.

Proteges unanimously stated in the Results of the Proteges' Survey of Tutoring Teams Club, that each defined study skill had improved. Tutors unanimously thought that their study skills had improved, though the practicum

implementation was not specifically aimed at accomplishing this task for this group of students. These statements were verified on the Results of the Tutors' Survey of Tutoring Teams Club.

Table 7 illustrates the individual results of the referred at-risk students' growth using pre-and post-intervention surveys. Figure 2 shows how each defined study skill was increased during three grading quarters of the year. The figure illustrates how the group of proteges progressed in each study skill area.

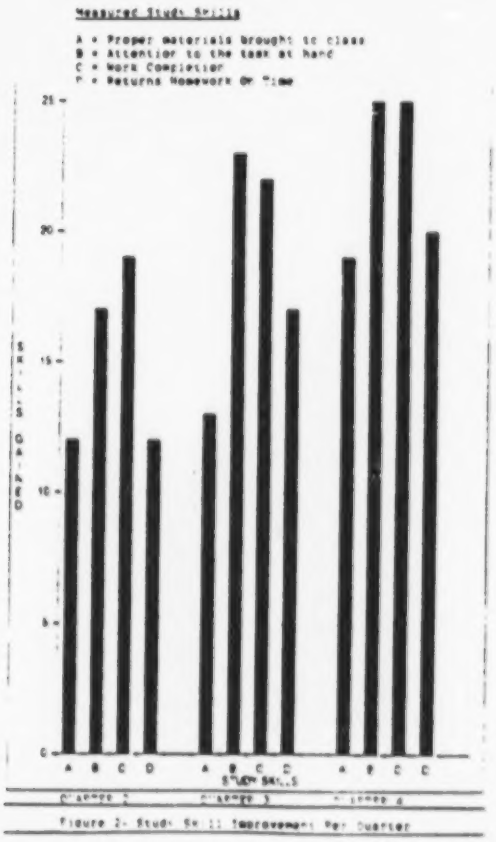

Figure 2- Study Skill Improvement Per Quarter

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The rate of monthly absenteeism for tutors and proteges was not a measured goal for this practicum. The tutors' and proteges' absences were, however, an integral part of the tutoring program and the results received after implementation. Figure 3 reveals the general decrease of the proteges' monthly absences for Tutoring Teams Club.

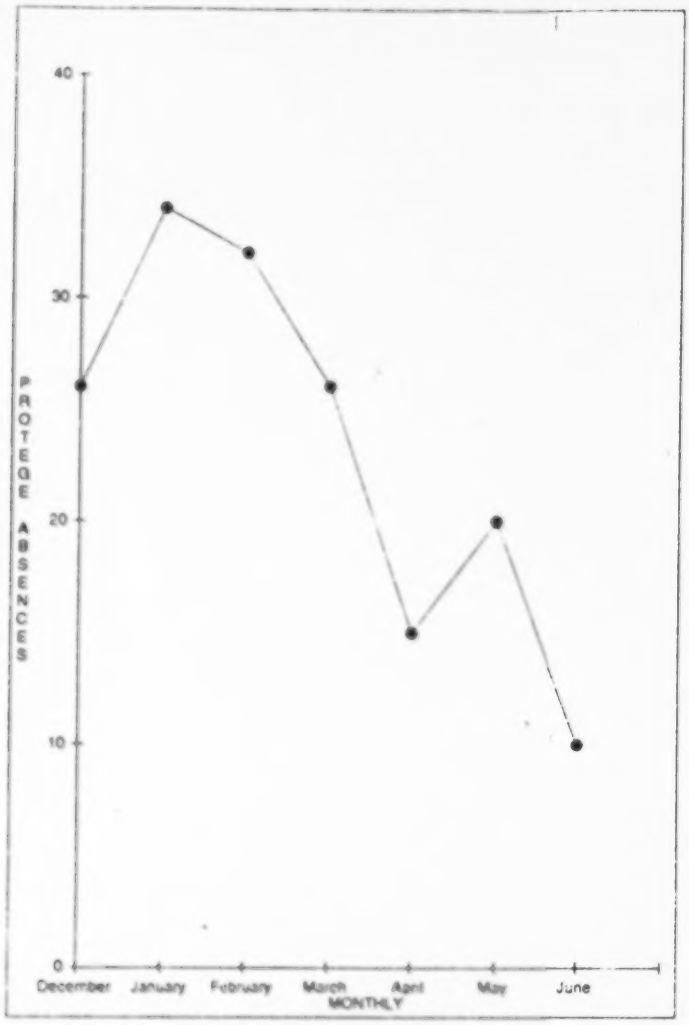

Figure 3- Rate of Protege Absenteeism

Figure 4 indicates the early fluctuation but downward trend of the tutors' monthly absences during the last three months of the tutorial program. After Christmas vacation both proteges and tutors found it at first difficult to arrive at school early enough for tutoring. Attendance began to increase slowly each month thereafter.

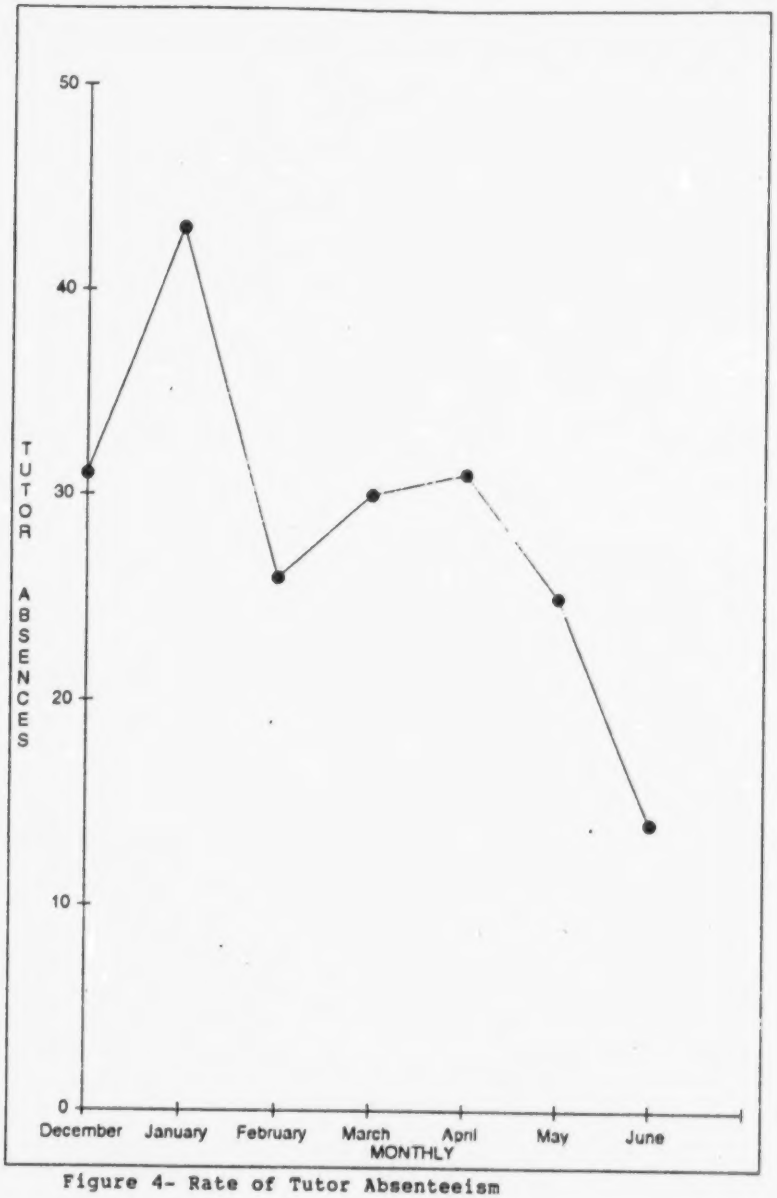

Figure 4- Rate of Tutor Absenteeism

Figures 3 and 4 illustrate that the months of May and June were both good attendance months for proteges and tutors. Both proteges and tutors perhaps, were, anticipating and preparing for the end-of-the-year party and the final quarter trip. Students, perhaps were, more acclimated to the early morning routine and/or they had developed more responsibility than was indicated at the outset of the tutorial program. Frequent intercom and wake-up call reminders also may have helped attendance. The reduction in absences may encompass all the above reasons; it is difficult to speculate without more controlled measuring.

The following comments and survey measuring tools help to present a clearer picture of the reason(s) attendance improved. The majority of the teachers indicated on the Results of the Teacher Survey of The Tutoring Teams Club, that more students were attending school regularly and arriving at school on time. Teachers also indicated that responsibility had been developed by the students participating in the club. Teachers, proteges, and tutors, unanimously believe that proteges and tutors enjoyed Tutoring Teams Club, as indicated on surveys received from each group. Some students graduating to middle school, verbally indicated that they would miss participating in Tutoring Teams Club the following school year.

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Outcome Measure 4: Twenty of the 27 referred students will increase their grades from unsatisfactory to at least satisfactory as measured by the end of the year report card. Kindergarten through third grade students receive report cards that have the following range of scores: outstanding, satisfactory, needs to improve, and unsatisfactory. Fourth and fifth grade students receive report cards that range from grades A, B, C, D, and F. A satisfactory grade for the fourth and fifth grade students will be grades of A, B, or C.

As indicated in Table 8, before intervention reading/language grades improved from one satisfactory grade out of 26 referred students to after intervention grades of satisfactory for all 26 students. Some students received plusses with their satisfactory grades.

A few teachers indicated on the comments section of some report cards, that the students were generally working to capacity and functioning with the other members of the class. Scores on some tests, however, may indicate that these students are not technically on grade level, though functionally they were able to comprehend the classroom material.

Before intervention, grades in mathematics revealed in Table 8, that 16 of 26 referred students received satisfactory marks. Post-intervention grades progressed to all 26 proteges producing satisfactory grades on their last

report card. Two of the students received satisfactory plus grades and one received satisfactory minus.

Table 8

Protege Report Card Grades in Reading/Language Arts and Math

Abbreviations: S = Satisfactory

U = Unsatisfactory

PRE AND POST PRACTICUM INTERVENTION SCORES

Student's #	Grade Level	Reading/Language		Mathematics	
		Pre	Post	Pre	Post
1. 1.	2	U	S	U	S
2. 2.	2	U	S	S	S
3. 3.	2	U	S	S	S
4. 4.	2	U	S+	U	S
5. 5.	2	U	S	U	S
6. 6.	2	U	S	U	S
7. 7.	2	U	S	U	S
8. 8.	3	U	S	S	S
9. 9.	3	U	S	U	S
10. 10.	3	U	S	S	S
11. 11.	3	U	S	S	S
12. 12.	3	U	S	S	S
13. 13.	3	U	S	S	S
14. 14.	3	U	S	S	S
15. 15.	4	U	S	U	S
16. 16.	4	S	S	U	S
17. 17.	4	U	S+	U	S+
18. 18.	4	U	S	S	S
19. 19.	4	U	S	S	S
20. 20.	4	U	S	S	S
21. 21.	4	U	S	U	S
22. 22.	5	U	S+	S	S
23. 23.	5	U	S	S	S
24. 24.	5	U	S	S	S+
25. 25.	5	U	S	S	S-
26. 26.	5	U	S	S	S

The majority of teachers and proteges have indicated on surveys that subject areas have improved since involvement with the tutorial program. One teacher commented on the

Results of The Teacher Survey of The Tutoring Teams Club, that she had noticed great improvement in the areas of reading and arithmetic. Another teacher stated that tutors and proteges had improved academically.

The majority of the tutors also stated, on the Results of The Tutors' Survey of Tutoring Teams Club, that their school subjects improved. Tutors attributed this improvement to assisting proteges with weak academic areas. Although there was no goal for academic improvement for this group of students, the tutoring program was also beneficial to tutors.

A great amount of credit must be given to the teachers and the students who willingly cooperated and were flexible with program changes. These dedicated people worked diligently to improve academic subject areas and study skills for at-risk students. These individuals collectively helped to insure that all four outcomes of this practicum were successful.

Discussion

The documented progress of referred at-risk students as demonstrated in reading and mathematics test scores, report card grades, and study skill acquisition and usage, relate directly to the practicum intervention. Tests, grades, surveys, observations, and other before implementation information provided the necessary evidence that at-risk students needed more support than was accessible from the regular classroom teacher.

Additionally, these students were not receiving the necessary academic support from any other supplementary program. The only other programs provided by the school had strict legal qualifications for admittance, such as those requirements needed for special education and bilingual education. Many at-risk students, consequently, did not qualify for either of these programs, therefore they did not receive the needed academic support.

Implementation of the before-school peer and cross-age tutorial program helped these referred at-risk students receive help on classwork and homework assignments supplied by their regular classroom teachers. Tutors and teachers also provided assistance with unfamiliar concepts or skill practice in weak subject areas.

Proteges were encouraged to use games and many other manipulatives to provide a tangible perspective and motivation for tasks. Students enjoyed learning by doing or using various manipulatives. The use of manipulatives, incentive awards, and peer or cross-age tutoring were important factors in students' attending tutoring sessions, working diligently, and successfully achieving the goals of the program.

An unforeseen benefit that resulted from this practicum was that tutors had improved their attendance and academic skill development by participating in the tutoring club. Tutors stated that various study skills and school subjects

had improved. Surveyed teachers also revealed that both proteges and tutors had benefited academically.

When surveyed, proteges and tutors unanimously stated that they had enjoyed Tutoring Teams Club. Without exception, teachers stated on a survey that they thought both proteges and tutors enjoyed tutoring sessions.

The mini-lessons helped to clarify academic problems that groups of proteges were experiencing in the regular classroom. These lessons served as reinforcement to similar lessons that had previously been presented in the regular classrooms. Proteges may have needed extra reinforcement or reiterating on unclear or forgotten concepts.

The follow-up activities supported by the peer and cross-age tutors were very necessary for reinforcement and for adding closure to lesson presentations. The follow-up activities gave the students the opportunity of practicing the concepts they had learned. Proteges were encouraged to practice as many times and as many tutoring sessions as was necessary before a concept was learned.

Proteges usually competed with themselves to achieve personal academic or study skill goals. Game competitions with others often required the tutors' assistance. Precautions were taken so that students did not experience undue pressure or embarrassment by being forced to reveal inadequate academic skills. At-risk students may be frustrated and/or self conscious about their educational

gaps and consequently may be easily hurt by deprecatory comments made by insensitive children (Phinney, 1988).

Achievable challenges were routinely presented by the individual tutors who were assigned to each protege. The challenges may have been in the form of a word puzzle, a lesson that needed to be completed for class, or perhaps finding an answer to a question. Receiving intellectual stimulation while achieving success in reading or other subjects is paramount for children in remedial treatment (Roswell & Natchez, 1989).

The results of this practicum support the contention that peer and cross-age tutoring is an effective method of assisting at-risk students with reading/language arts and mathematics subject areas. This method is also useful in developing study skill acquisition. One teacher commented that students who learn from each other learn effectively. Another teacher noted that students had positive attitudes toward their partners. Individualized help was now available for students, suggested another school professional. In total, the coupling of proteges and tutors appeared to have been a strong factor in the program's effectiveness.

Tutors and proteges were generally well matched, except for the rematching of two partnerships, discussed in chapter 4. One student wished to be reassigned to a male tutor, rather than female. This reassignment was understandable,

given the young age, (age 8) and maturity level of the protege involved. The reassignment was successful.

The other team needed behavior management advice, guidance, and monitoring since this protege had difficulties attending to task. Late in the school year, the protege was diagnosed by a physician as having Tourette's Syndrome. Tourette's Syndrome is a neurological disorder characterized by involuntary body movements and vocal outbursts (Bram & Dickey, 1986).

The team worked closely with the coordinator of the program and with this extra assistance, the protege's behavior became more appropriate as the school year progressed. The original tutor and protege relationship remained intact. Despite the proteges' exceptionality, both boys enjoyed working with one another and became good friends.

Most tutors and proteges enjoyed the personal attention and the bonding that was created between them. Proteges unanimously agreed, as indicated on the Results of The Proteges' Survey of Tutoring Teams Club, that their tutors' helped them. One protege stated that what he most liked about Tutoring Teams Club was his tutor. The majority of the surveyed tutors and proteges involved in the program, enjoyed working with their partners.

Occasionally, students would need to be reassigned to other students for reasons such as partner tardiness or absences. Unexpectedly, this deviation from the routine

plan served a positive purpose. Tutors and proteges were able to mix with other students involved in the club.

Students, seemingly were, broadened by this exposure. Group tutoring was easily adapted since previous contacts with other students had already happened. Bonding of other club members, besides originally matched partners, caused the entire group to work together as a team. Students quickly and eagerly adapted to new partners whenever this was necessary. Friendships and acquaintances were formed. Students and their new-found friends were observed at parties, on field trips, and on the school yard socializing together. A cohesive family atmosphere seemed to prevail.

Encouraging and motivating students were major factors in the success of the tutorial program. Many students are not interested in school and do not care about success (Birnbaum, 1990). At-risk students who have been academically and behaviorally unsuccessful in school, may not be internally motivated to succeed. Peer assistors may aid the student by being role models for changing undesirable behavior. The writer believes that several proteges gained respect and admiration for their tutors.

Additionally, students were not only motivated by working closely with their partners, but by tangible incentives earned weekly, bimonthly, and quarterly. Teachers, tutors, and proteges unanimously stated that these awards were anticipated and appreciated.

Student attendance, study skill development, and progress in the areas of reading/language arts and mathematics, were directly effected by motivating students. Motivating factors such as praise, visible charting, certificates, and recognition of achievement at school assemblies, were excellent incentives. Other incentives were: stickers, discount amusement park coupons, ice cream tickets, free time tickets, trips, and parties.

Each student participant ranked the incentive awards on a survey, ranging from the most to the least enjoyed award. These lists varied from individual to individual. Some students found it difficult to list awards least liked. Other students commented that all awards were appreciated and enjoyed equally.

Consistently monitoring study skill development, behavior, attendance, grades, and skill improvement was a key component of the program's effectiveness. Tutors, teachers, and the coordinator of the program routinely charted and observed the proteges' progress in the defined areas. Students seemed concerned about missed tutoring sessions, tardiness, and behavior. Students were proud of their development and the recognition that they received for demonstrating appropriate work habits. Some proteges had previously never received classroom or school recognition.

Assisting teachers, tutors, proteges, the RSP aide, the school secretary, the school principal, and the custodian, were invaluable participants of the program. The

majority of the teachers on staff and many parents of both tutors and proteges were very helpful in signing and adhering to the tutoring contracts and program rules. Educators and parents helped by sending homework, making manipulatives, assisting on trips, and at parties. Most helpful were the many encouraging comments to students, other teachers, and the coordinator of the program.

The ultimate success of this program is due to the school-wide commitment and involvement of dedicated and sincere individuals. The school site administrator and every educator on staff, requested that the tutorial program continue during the following school year. Teachers have suggested a program expansion, to include more at-risk students. Many tutors and proteges have stated that they would again like to become members of Tutoring Teams Club during the next school year.

Recommendations

The following recommendations to improve this program are offered:

1. Many educators at the school site have requested an expansion of the tutorial program, to include more at-risk students during the following school year. A waiting list of possible proteges and tutors should be accessible so that students may be slotted into the program as spaces become available.

2. There is a need for scheduled times for more meetings and inservices with peer tutors, cross-age tutors, and proteges. This would give students more opportunities to have input in the planning and structuring of their club.

3. The program should be implemented earlier in the school year. Students could receive tutoring service concurrently with early classroom assignments, thereby, avoiding academic failure from the outset of the school year. Results at the close of the school year may be even more promising.

4. Schedule mini-lessons at times when the classroom is available for teaching only. A quiet classroom is more conducive for presenting new and difficult concepts to at-risk students who may be distractible and have learning problems.

5. Prepare and monitor students more closely during the summer vacation months. Solicit help from parents to foster independent activities with tutoring teams. Request suggestions from parents, teachers, and the students involved.

6. The elementary school would benefit from collaborating with the middle school, high school, community college, and state university. There would be support and new ideas brought by students interested in the field of teaching/tutoring. These students may be further motivated by receiving community service hours or experience in the classroom and with elementary-aged students.

7. Soliciting the services of local industry and businesses would benefit the school. This endeavor would help financially, generate materials, and/or personnel. Personnel would be qualified to offer services and suggestions to enhance the Tutoring Teams Club.

8. Monitor and evaluate additional study skills and subject areas that may need to be included in the tutorial process.

Dissemination

The writer will submit an article to the local union newspaper and a district newspaper. These newspapers are distributed to regular and special education classroom teachers, reading specialists, speech and language therapists, school psychologists, and other personnel within the district. Principals and/or teachers may want to duplicate the practicum procedure or borrow ideas that may be adapted to their particular school site(s) needs.

The successful outcomes of this practicum have been shared with the administrator at the local school setting. School personnel also may be interested in this practicum's successful results. The writer has been scheduled to train teachers and other school personnel on facilitating at-risk students and on the procedures and results of the tutorial program.

Part of the writer's position as a mentor teacher is to disseminate important and current information that would be

helpful to other teachers and school personnel. The writer has recently lead a series of inservices for a group of aides about teaching and facilitating the at-risk student population.

The writer has disseminated and will continue to disseminate information about the Tutoring Teams Club to various school officials and personnel in other school districts. The local school paper will routinely convey information about Tutoring Teams Club to parents during the upcoming school year.

Local district and school administrators that may need the writer's expertise, may avail themselves of the writer's services through the mentor teacher program. The writer may assist and support teachers, students, and parents, in the areas of special needs and at-risk students.

The practicum intervention procedure also will be reimplemented with modifications, during the next school term. Personnel from the local school district and visiting school districts, will be invited to observe the program in operation. Information about the practicum intervention will be explained by the coordinator.

Future plans for dissemination include submitting the practicum procedures and results to educational magazines and/or journals. Finally, an abstract of the report will be provided to the cluster coordinator and each cluster member.

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APPENDICES

APPENDIX A

STUDENT STUDY REFERRAL FORM

STUDENT STUDY TEAM REFERRAL

School: _____

Date: _____

_____
Name of Student

_____ _____ _____
Teacher's Name Subject Grade

	LOW				HIGH	NO KNOWLEDGE
ACADEMIC						
ACADEMIC ABILITY	1	2	3	4	5	____
ACADEMIC PERFORMANCE	1	2	3	4	5	____
WORK HABITS	1	2	3	4	5	____
PERFORMANCE						
READING	1	2	3	4	5	____
MATH	1	2	3	4	5	____
WRITTEN SKILLS	1	2	3	4	5	____
BEHAVIORAL						
MOTIVATION	1	2	3	4	5	____
ASSERTIVENESS	1	2	3	4	5	____
MATURITY LEVEL	1	2	3	4	5	____
INTERACTION	1	2	3	4	5	____
INTEREST IN SCHOOL	1	2	3	4	5	____
PHYSICAL HEALTH	POOR				GOOD	
HEARING	1	2	3	4	5	____
EYE SIGHT	1	2	3	4	5	____
EYE-HAND COORDINATION	1	2	3	4	5	____
GENERAL HEALTH	1	2	3	4	5	____
GROOMING/CLEANLINESS	1	2	3	4	5	____

	POOR				GOOD	NO KNOWLEDGE
SOCIAL						
FAMILY RELATIONSHIPS	1	2	3	4	5	____
PEER RELATIONSHIPS	1	2	3	4	5	____
STUDENT/TEACHER RELATIONSHIPS	1	2	3	4	5	____
GENERAL						
IRREGULAR OR POOR ATTENDANCE	1	2	3	4	5	____
OFTEN TARDY TO CLASS	1	2	3	4	5	____
OFTEN UNPREPARED FOR CLASS	1	2	3	4	5	____
OFTEN DOES NOT BRING MATERIALS	1	2	3	4	5	____

Indicate below any explanation or amplification of your observations of the student.

APPENDIX B

TEACHER STUDY SKILL SURVEY OF AT-RISK STUDENTS

Teacher Study Skill Survey of At-Risk Students

Please check the study skill area(s) that need improvement.

Student's name:_____

1. Completing class work_____
2. Returning completed homework assignments on time_____
3. Attending to the task at-hand within the regular classroom_____
4. Bringing the proper materials to class or to the group setting_____
5. Arriving to school consistently on time_____
6. Attends school regularly_____

APPENDIX C

PROTEGE READING TEST

Protege Reading Test (Scoring Directions):

5 points

1. Recites alphabet in sequence: (Primary)
   Writes alphabet in sequence: (upper grade)

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____

2. Recognizing Capital Letters:

K___ V___ U___ Q___ G___ W___ Y___ I____

S___ J___ Z___ M___ D___ H___ E___ B____

F___ N___ P___ O___ X___ R___ L___ C____

A___ T___

Recognizes lower case letters:

b___ f___ i___ j___ o___ p___

a___ e___ g___ i___ m___ q___

c___ d___ h___ k___ n___ v___

r___ u___ y___

s___ w___ z___

t___ x___

Sounds

5 points

4. b___ n___ i___ a___

f___ x___ q___ oo___

c___ o___ e___ oo___

o___ y___ e___ i____

h___ v___ t___ z____

k___ d___ a___ m____

5 points

s___ j___

u___ r___

u___ w___

p___

g___

Color Words

5. black_____ white_____

blue_____ orange_____

red_____ yellow_____

green_____ purple_____

brown_____

Sight Words

5-Points (primary)	5-Points (upper grade)
1. and	1. sleep
2. but	2. never
3. go	3. wrote
4. cat	4. please
5. eat	5. those
6. cup	6. their
7. here	7. myself
8. hot	8. right
9. get	9. bring
10 is	10 thank

Upper Grades
4th & 5th Grades

5-Points

1. ch____	8. ar____	14. pr____
2. sh____	9. er____	15. fr____
3. th____	10 ir____	16. fl____
4. wh____	11 br____	17. scr___
5. ph____	12 shr___	18. sc/sk___
6. gr____	13 pl____	19 gl_____
7. ur____		

Scoring:

5-pts.- To get full point value student may miss no more than 2 items per section.

2-pts. = Half of any 5 point section completed correctly.

0-pts. = More than half of any section completed incorrectly.

APPENDIX D

NUMBERS TEST

NAME:_____

Numbers Test (Primary)

Scoring Directions:

5-pts.= to get full point value student may miss no more than 2 items per section.

2-pts. = half of any 5 point section completed correctly.

0-pts. = more than half of any section completed incorrectly.

1. Count in sequence from 1-10:
(2-pts.)

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____

2. Recognizes numerals 1 - 10:
(3-pts.)

7_____ 9_____ 2_____ 1_____ 10_____ 5_____

6_____ 6_____ 4_____ 8_____ 3_____

3. Write numerals before and after:
(5-pts.)

66_____ _____45 301_____

_____3 0_____ 92_____

99_____ _____100 23_____

Add
(5-pts)

1 + 1 = _____ 7 + 2 = _____

4 + 5 = _____ 4 + 3 = _____

6	8	9
+4	+3	+5

5-pts.

Subtract

8 - 8 =	9 - 7 =
7 - 3 =	5 - 2 =
16 - 8 =	10 - 6 =

11	8	13
-5	-3	-7

5-pts.

Regrouping

53	47	97	64	64
+8	-6	-9	-8	+8

APPENDIX E

TUTOR RECOMMENDATION FORM

Tutor Recommendation Form

Teachers:

Please write the name of one or more students who you think would be good as a student tutor and briefly explain your reason for the selection(s).

Candidates should be responsible students but not necessarily your most outstanding academic achievers. All elementary grade and functional levels will be tutored.

Candidates For Tutoring	Room #	Reason for Selection
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

APPENDIX F

TUTOR QUESTIONNAIRE

NAME:_____

DATE:_____

GRADE LEVEL:_____

ROOM NUMBER:_____

TUTOR QUESTIONNAIRE

1. Why would you like to be a student tutor?

_____

_____

2. What grade level would you like to tutor? _____

3. What subject or subjects would you prefer tutoring?

_____

4. What skills would a good tutor need to have and use?

_____

_____

_____

_____

5. List your tutoring skills:

_____

_____

_____

_____

6. Do you like helping other students?_____

7. If so. explain why_____

_____

_____

8. Are you willing to tutor twice a week for 30 minutes the entire school year?_____

9. Do you understand your duties?_____

10. If not, write questions you need to ask:_____

_____

_____

_____

_____

11. Do you understand the Tutoring Guidelines?_____

12. If not, write any questions you need to ask:_____

_____

_____

_____

APPENDIX G

CONTRACT FOR TUTORS

CONTRACT FOR TUTORS

I will tutor one or more students to the best of my ability. I will be on-time for the tutoring sessions. I will try my best to follow all tutoring guidelines. After successfully tutoring my protege(s), I will receive rewards periodically for my service.

Parent:_____

Principal:_____

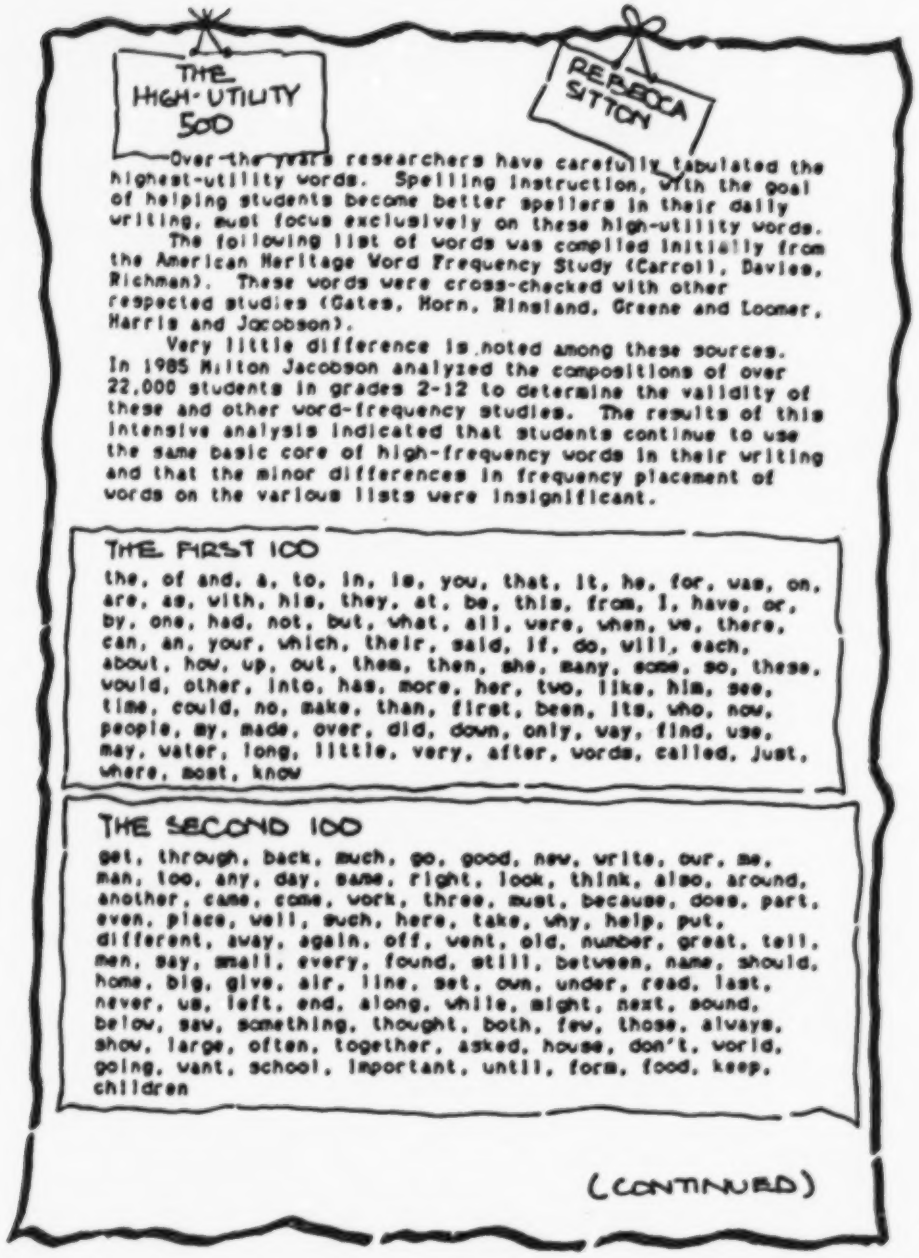
Coordinating Teacher:_____

Student Tutor:_____

Date:_____

APPENDIX H

REBECCA SITTON WORD LIST


THE HIGH-UTILITY 500
REBECCA SITTON
Over the years researchers have carefully tabulated the highest-utility words. Spelling instruction, with the goal of helping students become better spellers in their daily writing, must focus exclusively on these high-utility words.
The following list of words was compiled initially from the American Heritage Word Frequency Study (Carroll, Davies, Richman). These words were cross-checked with other respected studies (Gates, Horn, Rinsland, Greene and Loomer, Harris and Jacobson).
Very little difference is noted among these sources. In 1985 Milton Jacobson analyzed the compositions of over 22,000 students in grades 2-12 to determine the validity of these and other word-frequency studies. The results of this intensive analysis indicated that students continue to use the same basic core of high-frequency words in their writing and that the minor differences in frequency placement of words on the various lists were insignificant.
THE FIRST 100
the, of and, a, to, in, is, you, that, it, he, for, was, on, are, as, with, his, they, at, be, this, from, I, have, or, by, one, had, not, but, what, all, were, when, we, there, can, an, your, which, their, said, if, do, will, each, about, how, up, out, them, then, she, many, some, so, these, would, other, into, has, more, her, two, like, him, see, time, could, no, make, than, first, been, its, who, now, people, my, made, over, did, down, only, way, find, use, may, water, long, little, very, after, words, called, just, where, most, know
THE SECOND 100
get, through, back, much, go, good, new, write, our, me, man, too, any, day, same, right, look, think, also, around, another, came, come, work, three, must, because, does, part, even, place, well, such, here, take, why, help, put, different, away, again, off, went, old, number, great, tell, men, say, small, every, found, still, between, name, should, home, big, give, air, line, set, own, under, read, last, never, us, left, end, along, while, might, next, sound, below, saw, something, thought, both, few, those, always, show, large, often, together, asked, house, don't, world, going, want, school, important, until, form, food, keep, children
(CONTINUED)

THE THIRD 100

feet, land, side, without, boy, once, animals, life, enough, took, four, head, above, kind, began, almost, live, page, got, earth, need, far, hand, high, year, mother, light, country, father, let, night, picture, being, study, second, soon, story, since, white, ever, paper, hard, near, sentence, better, best, across, during, today, however, sure, knew, it's, try, told, young, sun, thing, whole, hear, example, heard, several, change, answer, room, sea, against, top, turned, learn, point, city, play, toward, five, himself, usually, money, seen, didn't, car, morning, I'm, body, upon, family, later, turn, move, face, door, cut, done, group, true, half, red, fish, plants

THE FOURTH 100

living, black, eat, short, United States, run, book, gave, order, open, ground, cold, really, table, remember, tree, course, front, American, space, inside, ago, sad, early, I'll, learned, brought, close, nothing, though, idea, before, lived, became, add, become, grow, draw, yet, less, wind, behind, cannot, letter, among, able, dog, shown, mean, English, rest, perhaps, certain, six, feel, fire, ready, green, yes, built, special, ran, full, town, complete, oh, person, hot, anything, hold, state, list, stood, hundred, ten, fast, felt, kept, notice, can't, strong, voice, probably, area, horse, matter, stand, box, start, that's class, piece, surface, river, common, stop, am, talk, whether, fine

THE FIFTH 100

round, dark, past, ball, girl, road, blue, instead, either, held, already, warm, gone, finally, summer, understand, moon, animal, mind, outside, power, problem, longer, winter, deep, heavy, carefully, follow, beautiful, everyone, leave, everything, game, system, bring, watch, shall, dry, within, floor, ice, ship, themselves, begin, fact, third, quite, carry, distance, although, sat, possible, heart, real, simple, snow, rain, suddenly, leaves, easy, lay, size, wild, weather, miss, pattern, sky, walked, main, someone, center, field, stay, itself, boat, question, wide, least, tiny, hour, happened, foot, care, low, else, gold, build, glass, rock, tall, alone, bottom, walk, check, fall, poor, map, friend, language, job

ALL SPELLING INSTRUCTION SHOULD FOCUS ON HIGH-USE WRITING WORDS.

APPENDIX I

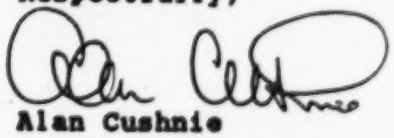
PERMISSION TO USE THE REBECCA SITTON WORD LIST

Sept. 28, 1993

To Whom it may concern:

The documents of the school district are public documents, paid for by the taxpayers of the state of California and of the Hacienda La Puente Unified School District. This means that they can be quoted freely or reproduced at the discretion of any individual or agency. This includes the Rebecca Sitton Word List.

Respectfully,



Alan Cushnie
Principal, Palm Elementary School

APPENDIX J

CONTRACT FOR PROTEGE STUDENTS

CONTRACT FOR PROTEGE STUDENTS

I will try to improve my grades and study skills by attending my tutoring sessions regularly. I will accept help from my tutoring partner. I will be on-time for all tutoring sessions. I will try my best to follow the protege rules. If after successfully working with my tutoring team and/or with my tutoring partner, I will receive periodic rewards for my efforts.

Principal:_____

Parent:_____

Coordinating Teacher:_____

Student Protege:_____

Date:_____

APPENDIX K

LETTER TO PARENTS ABOUT THE TUTORING TEAMS CLUB

Dear Parents:

We would like your child to participate in our school's "Tutoring Teams Club." This club is being formed to help students develop a more positive self-image, learn better study skills, and improve their grades by giving them extra help with their homework assignments and weak skill areas.

If you would like to have your child participate in this group, he/she would attend a morning study group from 7:15 a.m. to 8:00 a.m. on Tuesdays and Thursdays. During this time your child would help tutor another student in academically weak areas, class assignments and/or homework. No child will be missing school time since this activity will be before our school day begins. At least one teacher will be in charge of the group. Student tutors from our school will reinforce their own academic, social, and leadership skills. If your child begins the program, we expect him/her to continue until at least the end of the term.

We feel that this activity will help the child being tutored to receive more one to one assistance and will hopefully give him/her the necessary skills and confidence to have a more successful year at school.

If your child is currently bussed to school, he or she will automatically be on time for tutoring. Students who walk or receive rides to school must be punctual for the tutoring sessions. There will be no cost for the tutoring service but your help in making sure your child attends the tutoring sessions regularly and promptly is encouraged.

If you have any questions or would like more information, please contact the school.

Please return this portion and the attached contract to your child's teacher by _____.

Yes, I would like my child to join the "Tutoring Team Club"._____

No, I would not like my child to participate._____

_____ _____

Child's Name Parent Signature

Dear Parents:

We would like your child to participate in our school's "Tutoring Teams Club." This club is being formed to help students develop a more positive self-image, learn better study skills, and improve their grades by giving them extra help with their homework assignments and weak skill areas.

If you would like to have your child participate in this group, he/she would attend a morning study group from 7:15 a.m. to 8:00 a.m. on Tuesdays and Thursdays. During this time your child would work on academically weak areas, class assignments and/or homework. No child will be missing school time since this activity will be before our school day begins. At least one teacher will be in charge of the group. Student tutors from our school will reinforce their own academic, social, and leadership skills. If your child begins the program, we expect him/her to continue until at least the end of the term.

We feel that this activity will help the child being tutored to receive more one to one assistance and will hopefully give him/her the necessary skills and confidence to have a more successful year at school.

If your child is currently bussed to school, he or she will automatically be on time for tutoring. Students who walk or receive rides to school must be punctual for the tutoring sessions. There will be no cost for the tutoring service but your help in making sure your child attends the tutoring sessions regularly and promptly is encouraged.

If you have any questions or would like more information, please contact the school.

Please return this portion and the attached contract to your child's teacher by _____.

Yes, I would like my child to join the "Tutoring Team Club"._____

No, I would not like my child to participate._____

_____ _____

Child's Name Parent Signature

Dear Parents:

APPENDIX L

GENERAL TUTORING GUIDELINES

General Guidelines for Tutoring

* Tutors must be prompt to all tutoring sessions.
* Tutors may miss no more than 8 tutoring sessions for the 8 month implementation period or the tutor will be replaced by another tutor.
* Whenever possible, tutors must notify the writer when they will be absent so that a substitute may be provided during the tutor's absence.
* Tutors must bring the proper materials to each tutoring session, i.e., flash cards, stickers, pencils, paper, erasers, crayons, charts, etc.
* Tutors will chart protege student's homework returns, attention to task, attempts to complete work in the tutoring sessions, and bringing the necessary materials to the sessions.
* Tutors will assist the protege with classwork and/or homework from the regular classroom and/or help develop weak skill areas in math and/or reading subject matter.

* Tutors will ask a teacher for help at any time there is confusion about the tutoring assignment.
* Tutors will refer their protege to a teacher if he or she is hurt or feels ill.
* Tutors will keep these guidelines with them during tutoring sessions for easy access.

APPENDIX M

PROTEGE RULES FOR INCENTIVE AWARDS

Protege Rules to Follow for Incentive Awards

* Proteges will have no more than 8 absences during the 8 month tutoring program.
* Proteges will bring all necessary materials to each tutoring session, as pencils, erasers, paper, writing tablet, and any classroom work.
* Proteges will be monitored on attempts to complete work in each tutoring session, necessary materials brought to the sessions, attention to the task, and bringing any homework to the tutoring sessions and/or class.
* Math facts, letter sounds, and/or names will be charted as accomplished.
* Proteges will receive incentives such as field trips, free time, or ice cream, for accomplishing 3 study skills, (represented by 3 stickers), each tutoring session. (Awards will be given weekly, such as free time, monthly awards such as movies will be administered, and field trips may be given on a quarterly basis).

* Whenever possible proteges must notify the writer prior to being absent.
* Proteges will try to perform the tasks assigned to them individually and/or as a group.
* Proteges will keep these rules with them during the tutoring sessions.

APPENDIX N

INDUSTRY HILLS ROTARY TEACHERS GRANT PROGRAM CEREMONY
INVITATION AND AWARD LETTER

January 21, 1993

To: Donna Mieux
SCHOOL NAME- Elementary School

From: ASST. SUPT. NAMED
Assistant Superintendent,
Elementary Education/Child Development

CONGRATULATIONS

We have just been informed that you are to be a recipient of a **Rotary Mini-Grant** in the amount of $300.

A total of seventy applications were received and twelve teachers from the -PARTICIPATING SCHOOL DISTRICTS- were chosen as winners.

A brief recognition award presentation will be held on:

4:00 P.M.
January 28, 1993
Bank of America Corporate Building
(Hacienda Blvd. and Stafford Street)
CITY NAMED

APPENDIX O

RESULTS OF THE PROTEGES' SURVEY
OF TUTORING TEAMS CLUB

RESULTS OF THE PROTEGES' SURVEY OF TUTORING TEAMS CLUB

U = Unanimous response
M = The majority of the participants responded
L = Less than the majority of the participants responded

*Numerical responses would be misleading since proteges did not respond to every question.

1. Did you enjoy Tutoring Teams Club (TTC)? Yes U No___

2. What did you like most about TTC? Check as many as you like and/or write your own reason. My homework got done/Rewards/ Using the computer/It's fun/My partner
   * Getting rewards for working hard M
   * Feeling good about learning M
   * Working with a partner M

3. Is there anything you did not like about TTC? Yes L No M
   If yes, explain Speed drills/My tutor

4. If you could, would you like to be a member of the club next year? Yes M No L

5. Did your tutor help you? Yes U No___

6. Did your protege try his or her best? Yes___ No___ (Not applicable for proteges)

7. Have any of your school subjects improved? Yes M No L

8. Have your study skills improved? Yes U No___

9. Which study skills have improved?
   * Completing class work M
   * Returning completed homework assignments on time M
   * Attending to tasks M
   * Bringing your materials to class M
   * Coming to school on time M
   * Coming to school almost every day M

10. Did you enjoy your incentive awards; trips, free ice cream, Knotts Berry Farm certificates, free-time tickets, the Discovery Zone discount tickets, donuts, stickers, and juice? Yes U No___

11. Which one did you like the most Being in tutoring/Knotts certificates/all of them/Discovery Zone/Free ice cream tickets
    Which one did you like least Juice/Free time/Stickers/Liked everything

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APPENDIX P

RESULTS OF THE TEACHER SURVEY OF
THE TUTORING TEAMS CLUB

RESULTS OF THE TEACHER SURVEY OF THE TUTORING TEAMS CLUB

U = Unanimous response
M = The majority of the participants responded
L = Less than the majority of the participants responded

* Numerical responses were not given because every teacher did not respond to each question.

1. In your professional opinion, do your think the Tutoring Teams Club (TTC) has helped proteges strengthen weak academic subject areas? Yes M No L

Comments_____

2. Have any of your protege students' study skills improved since involvement with TTC? Yes U No___ ?_____

3. If yes, which study skills were most improved, check whatever applies.

* Completing class work M
* Returning completed homework assignments on time M
* Attending to the task at-hand within the regular classroom M
* Bringing proper materials to class or to a group setting M
* Arriving to school consistently on time M
* Attending school regularly M

4. Would you like TTC to be continued during our next school year? Yes U No_____

5. Would you be available to help supervise TTC members before school? Yes M No_____

6. Did the proteges and tutors seem to enjoy TTC?
Yes U No_____ ?_____ Comments Tutors & proteges liked the rewards. They were eager to go to TTC.

7. Did parents of TTC students appreciate their child (children) being involved with the club? Yes M No 0 ? 1

Comments Some of the parents volunteered to help make games, supervise trips and other activities.

8. What was the most positive aspect of TTC, in your opinion? Improved students' self esteem

* Increased the acquisition of good study habits.
* The positive attitude of the coordinator.
* Individualized help for students.
* Motivation and interest of students increased.
* Responsibility has been developed in students.
* Tutors and proteges have gained improved academics.
* Positive attitudes towards one's partner.
* Good attitudes about school in general.
* Students have come to school on time more frequently.
* Students learning from each other have learned effectively.
* Students helping one another outside of the classroom.
* My class improved tremendously.
* I saw great improvement in the areas of reading and arithmetic.

9. What areas of change, if any, would you suggest for TTC during our next school year? Expand the program

* More time for classroom teachers to interact with tutors.
* Continue to encourage teachers to provide materials for students.

APPENDIX Q

RESULTS OF THE TUTORS' SURVEY OF TUTORING TEAMS CLUB

RESULTS OF THE TUTORS' SURVEY OF TUTORING TEAMS CLUB

U = Unanimous response
M = The majority of the participants responded
L = Less than the majority of the participants responded

*Numerical responses would be misleading since all tutors did not respond to each question.

1. Did you enjoy Tutoring Teams Club (TTC)? Yes U No___

2. What did you like most about TTC? Check as many as you like and/or write your own reason. I felt good helping.
   * Getting rewards for working hard U
   * Feeling good about learning L
   * Working with a partner M

3. Is there anything you did not like about TTC? Yes L No M
   If yes, explain Partners that did not listen/Getting up early.

4. If you could, would you like to be a member of the club next year? Yes M No L

5. Did your tutor help you? Yes____ No____ Not applicable for tutors.

6. Did your protege try his or her best? Yes M No L

7. Have any of your school subjects improved? Yes M No L

8. Have your study skills improved? Yes U No_____

9. Which study skills have improved?
   * Completing class work M
   * Returning completed homework assignments on time M
   * Attending to tasks M
   * Bringing your materials to class M
   * Coming to school on time U
   * Coming to school almost every day M

10. Did you enjoy your incentive awards; trips, free ice cream, Knotts Berry Farm certificates, free-time tickets, the Discovery Zone discount tickets, donuts, stickers, and juice? Yes U No_____

11. Which one did you like the most Discovery Zone/Knotts Berry Farm certificates/free ice cream tickets.
    Which one did you like least Juice/free time/stickers